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IDENTIFIERS Ditto Masters; *Spanish (Second Language)

ABSTRACT

The supplement and ditto packet to the Spanish SL strand of unit five for second graders provides visual materials for kits 17-20. Linguistic content of the unit was determined by its relation to the basic theme of the school as a community. Each kit treats a spiraling question. Illustrations are designed to implement oral language and conceptual development. Two Spanish readers accompany the materials. Kit 17 deals with the spiraling question of what the elements are, and supplement pictures aid the children in describing actions they see portrayed, identifying musical instruments, grouping and labeling, and working with story elements. Kit 18 treats the question of how wants and needs are satisfied; supplement materials are used to tell time, identify actions particular to certain times of the day, name foods, and recall events from the reader "Gisela". The question of kit 19 is how change occurs, while supplement materials recall stories. Kit 20 works with what happens as a result of change. Visuals are provided for story recall, work with commands, coin identification, and cutouts for vocabulary identification. Ditto materials include cutouts, dot-to-dot drawings, vocabulary visuals, and written work. Language on materials for classroom use is in Spanish. (DS)

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RC 010930

SCDC Spanish Curricula Units

Spanish SL

Unit 5 Grade 2

Supplement & Ditto Packet

Spanish Curricula Development Center

Miami, Florida

SPANISH SL

UNIT 5 KITS 17-20

Supplement

Dissemination and Assessment
Center for Bilingual Education
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PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

El señor Gustavo González contribuyó al proceso de producción de estos materiales.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Mr. Gustavo González contributed to the processing of these materials.

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las Sras. Irma Laucerica Elpa Soler, Elva Sieg, Rose L. Nash y el señor Paulino Fernández.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Irma Laucerica, Elpa Soler, Elva Sieg, Rose L. Nash and Paulino Fernández.

Gladys Rodríguez
Chairman Kit Manufacture

KIT 17

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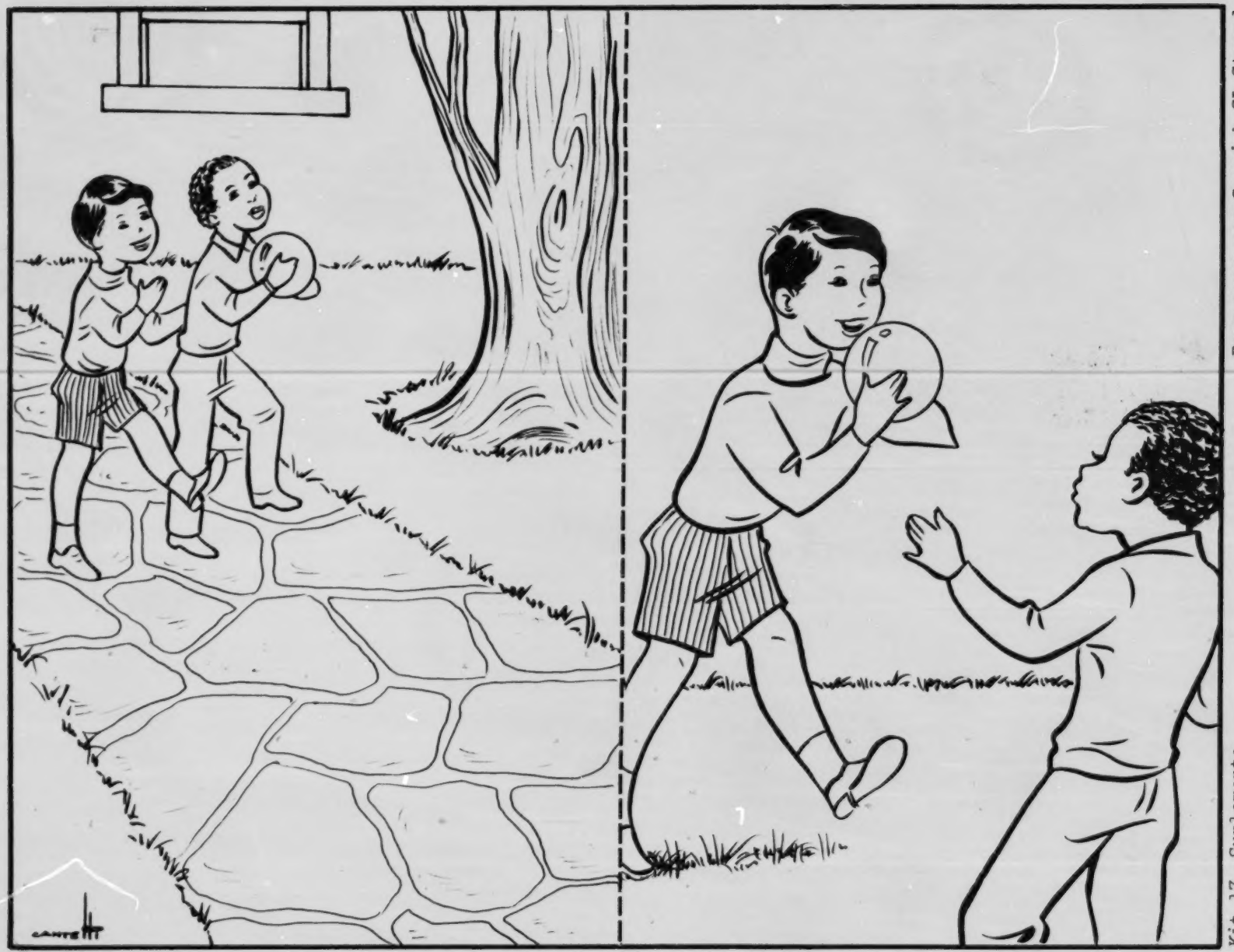

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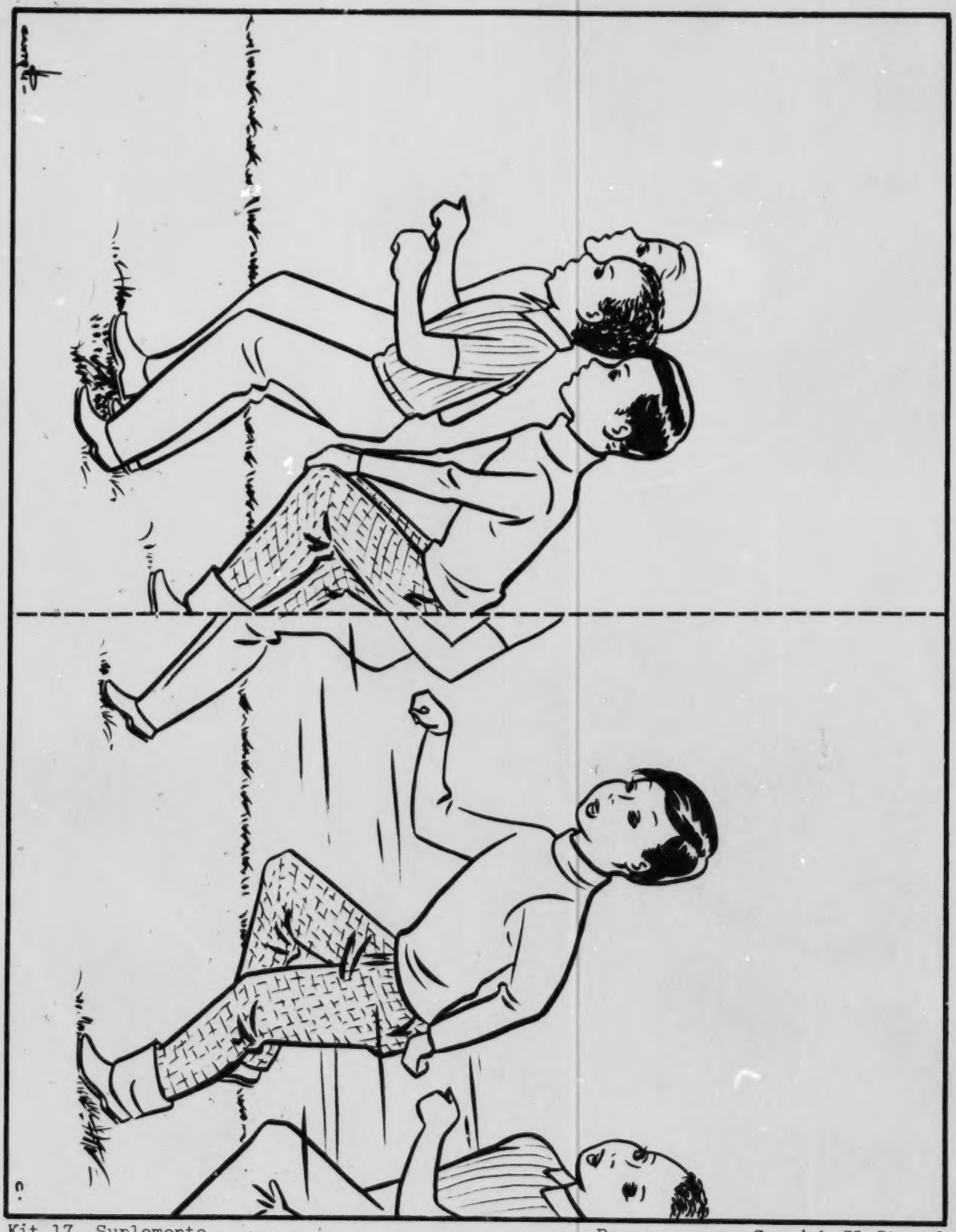

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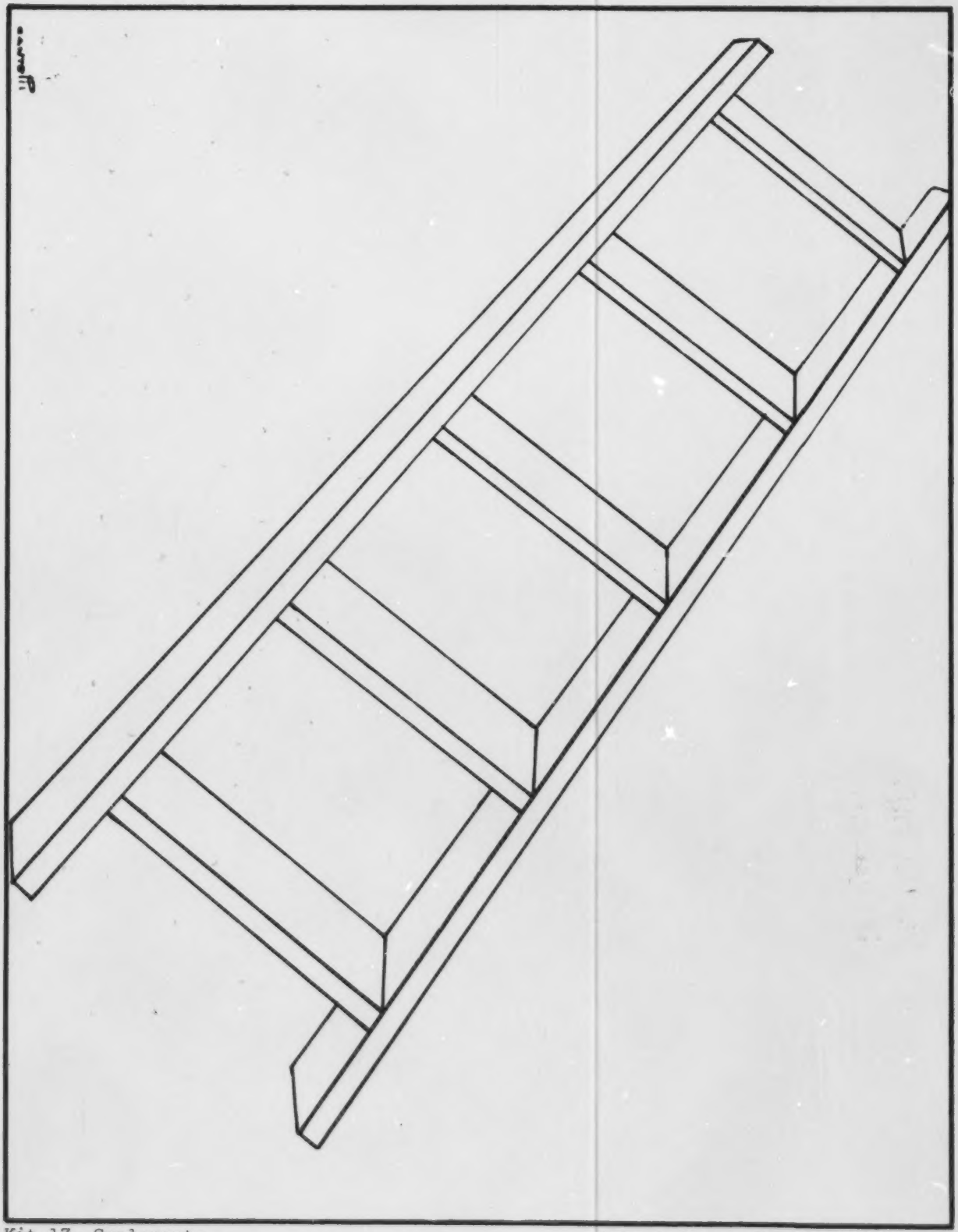

Kit 17, Suplemento

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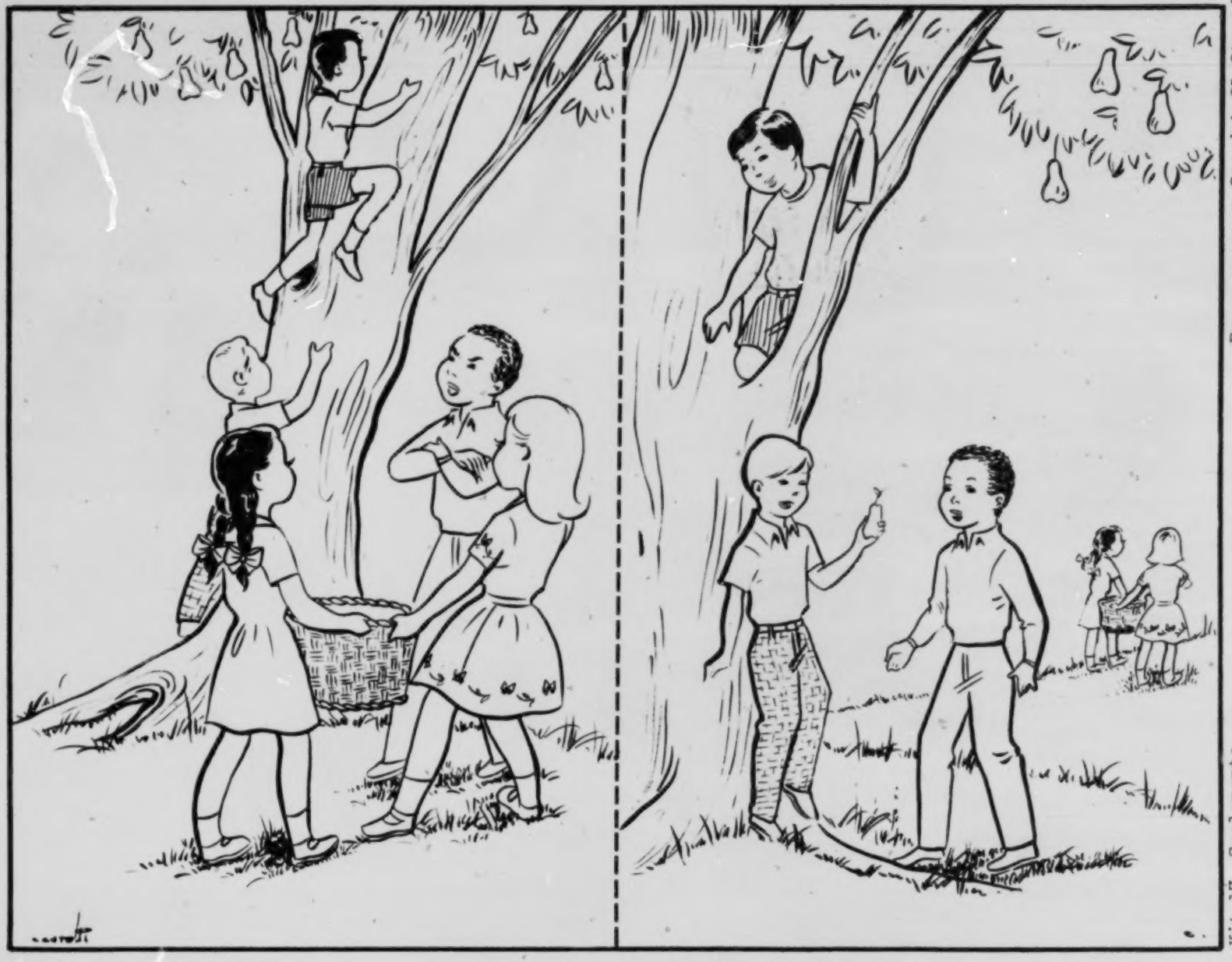

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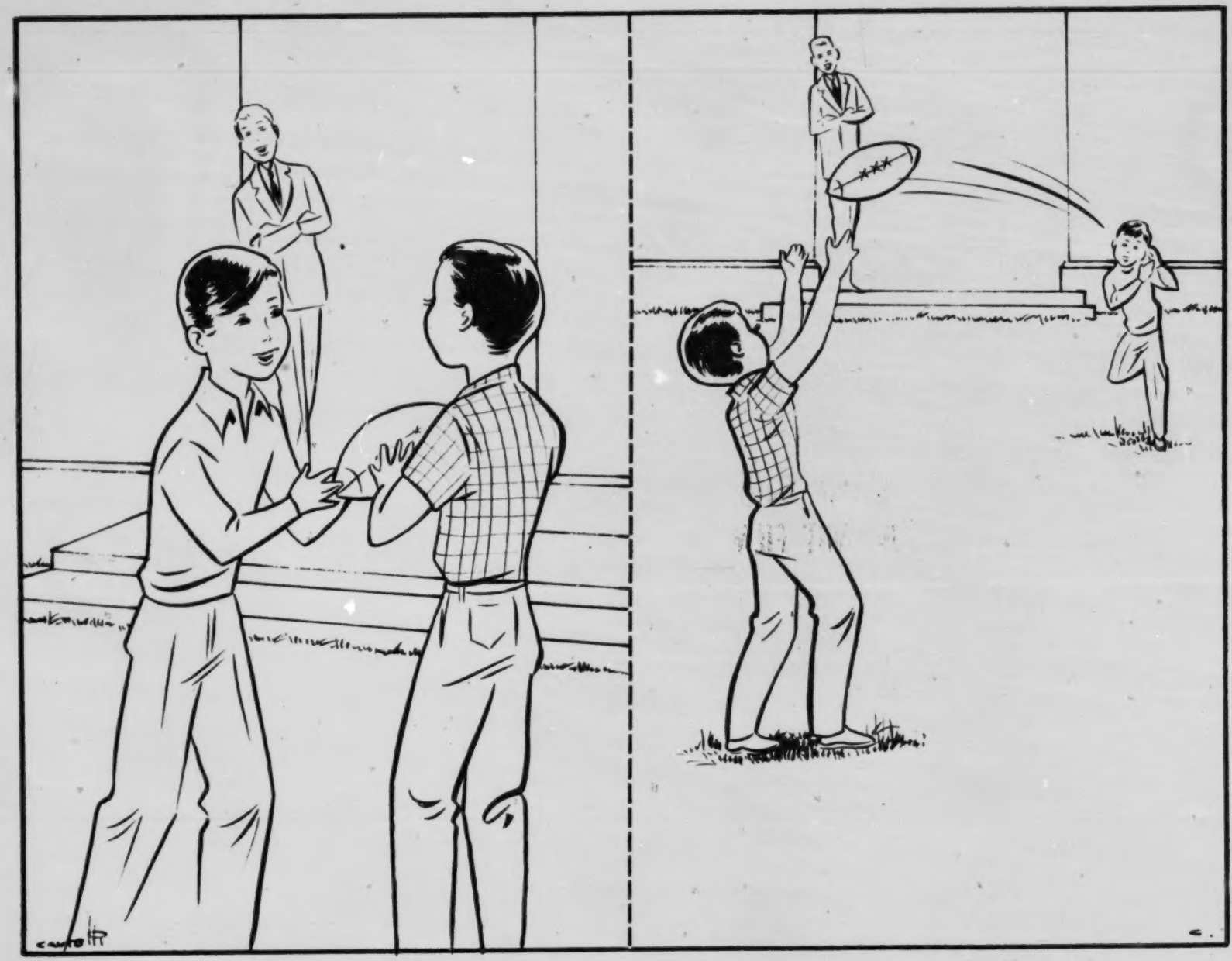

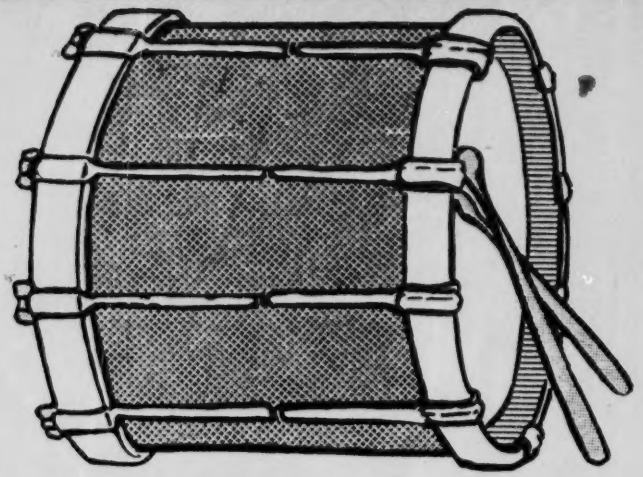

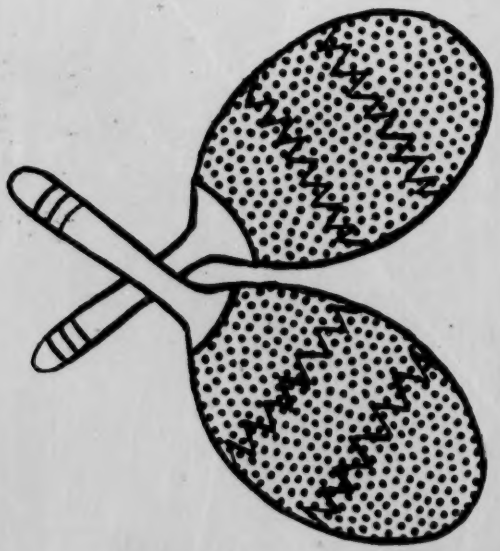

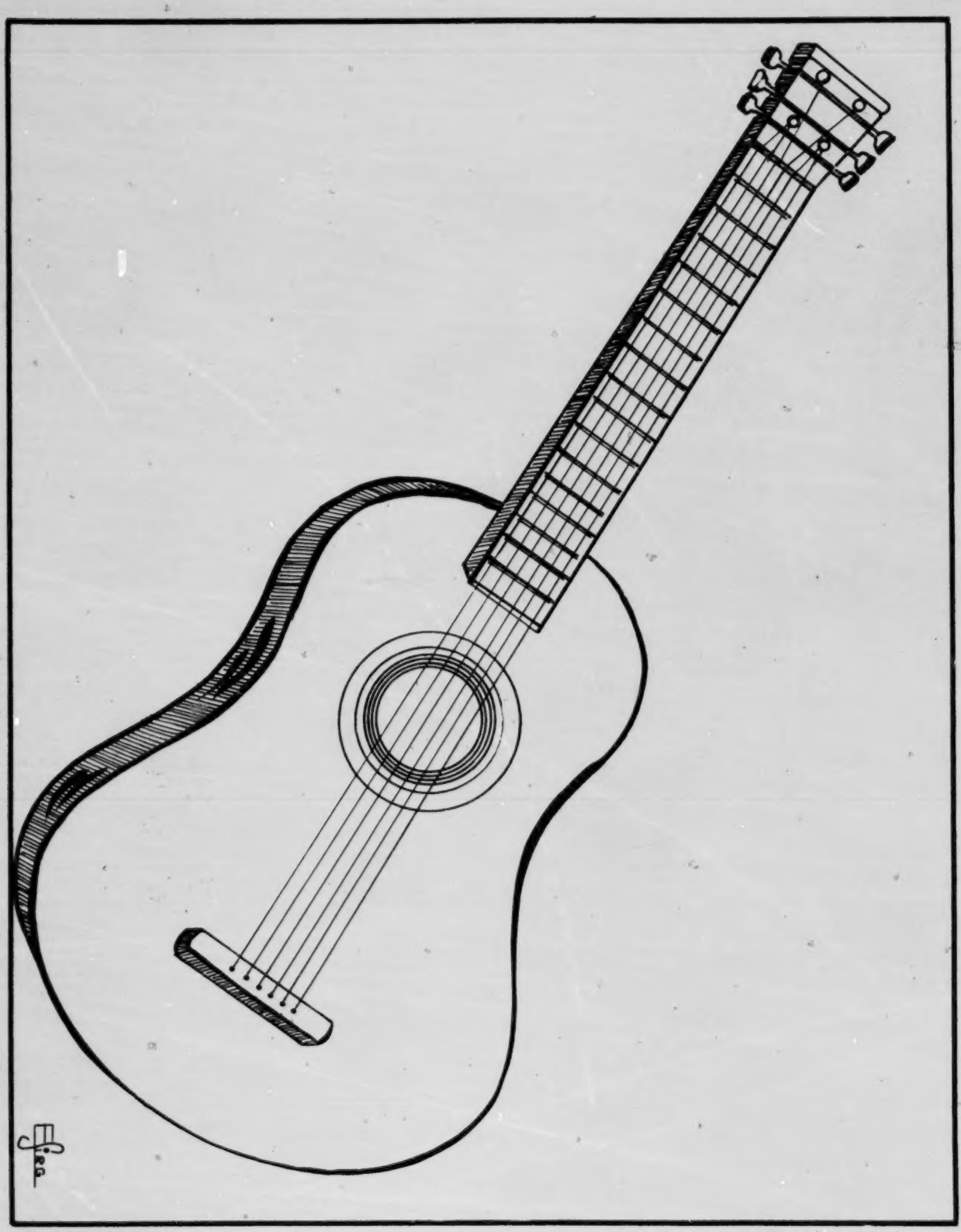

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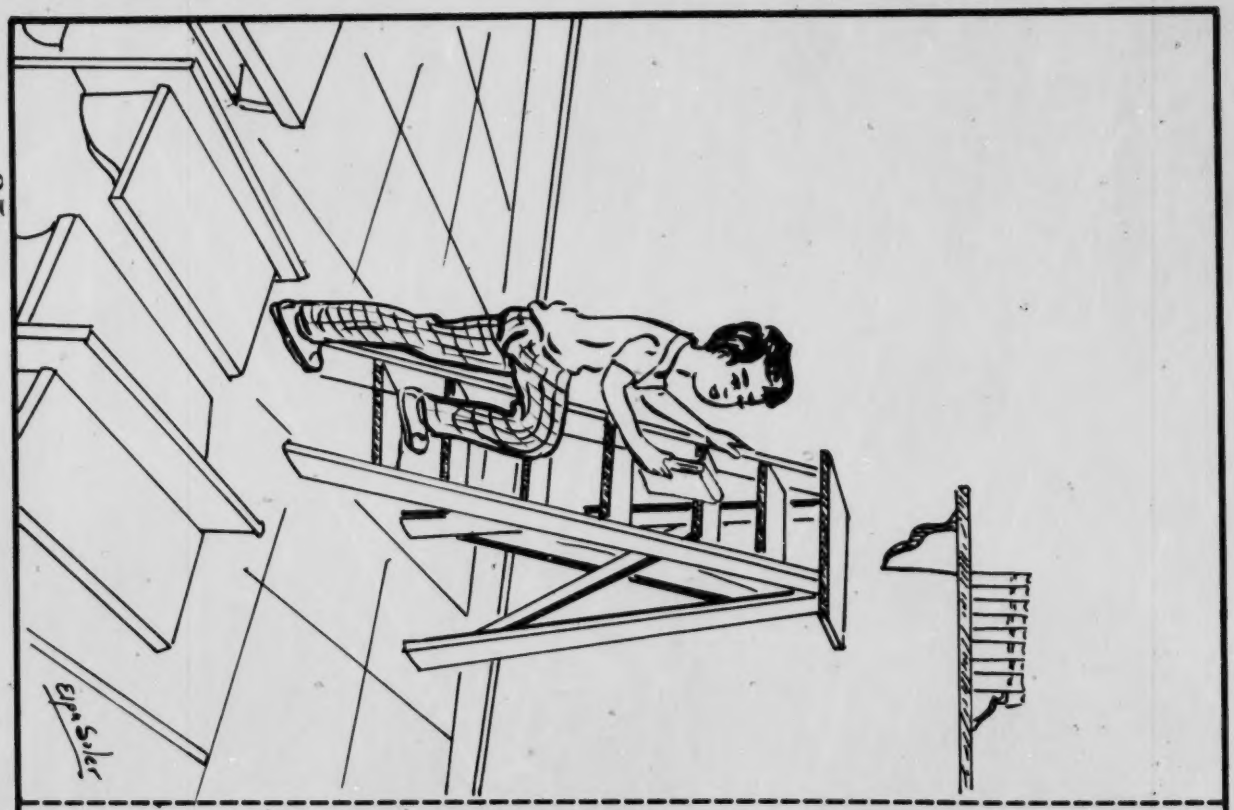

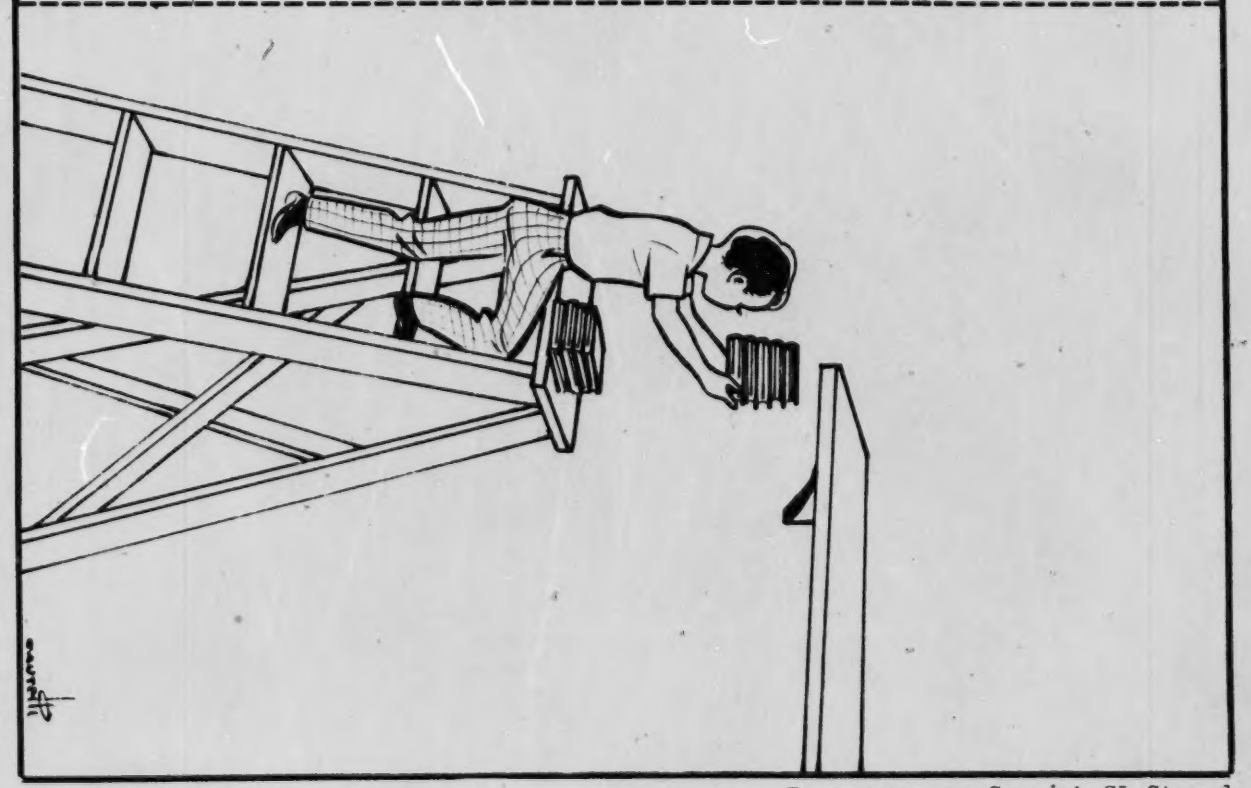

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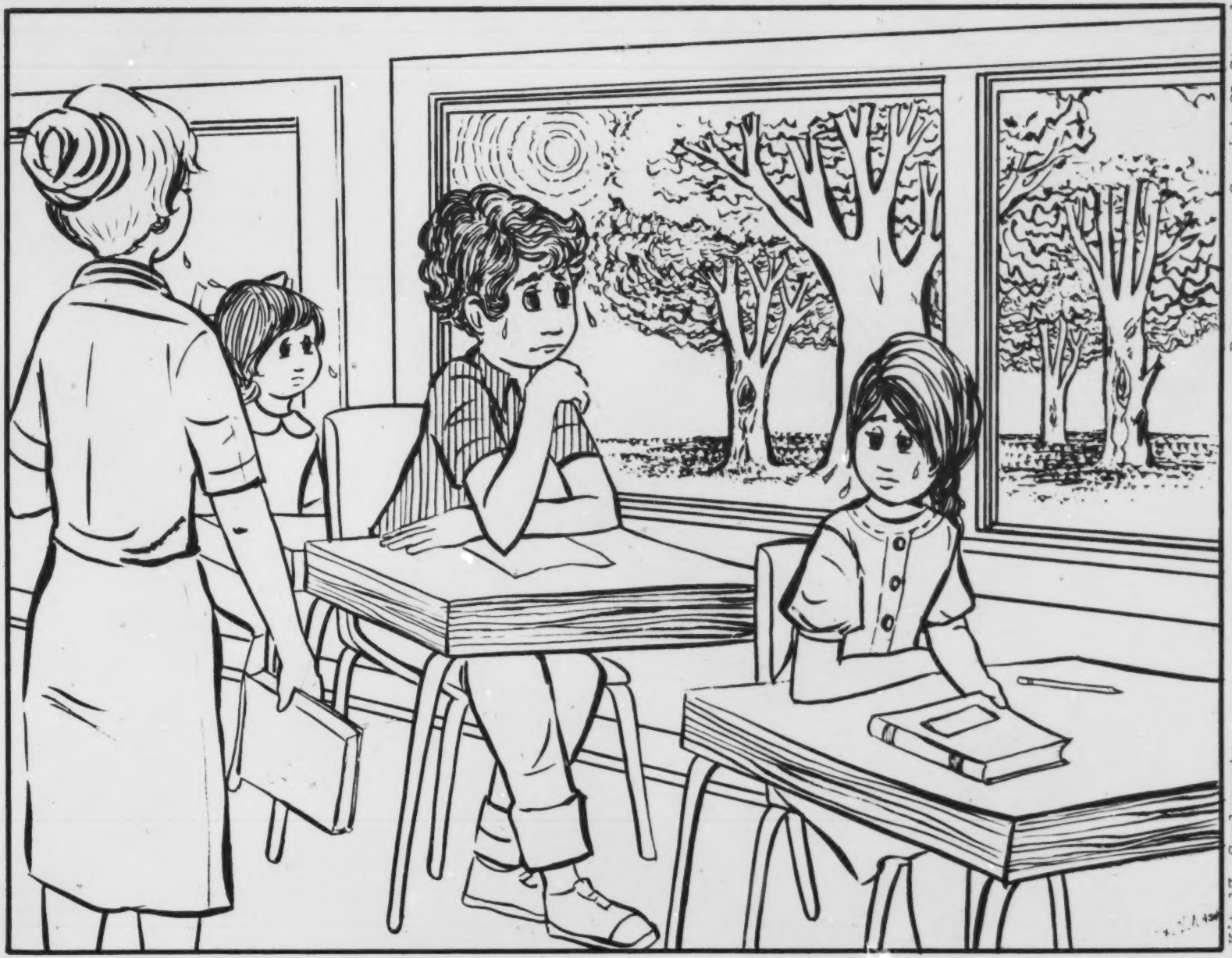

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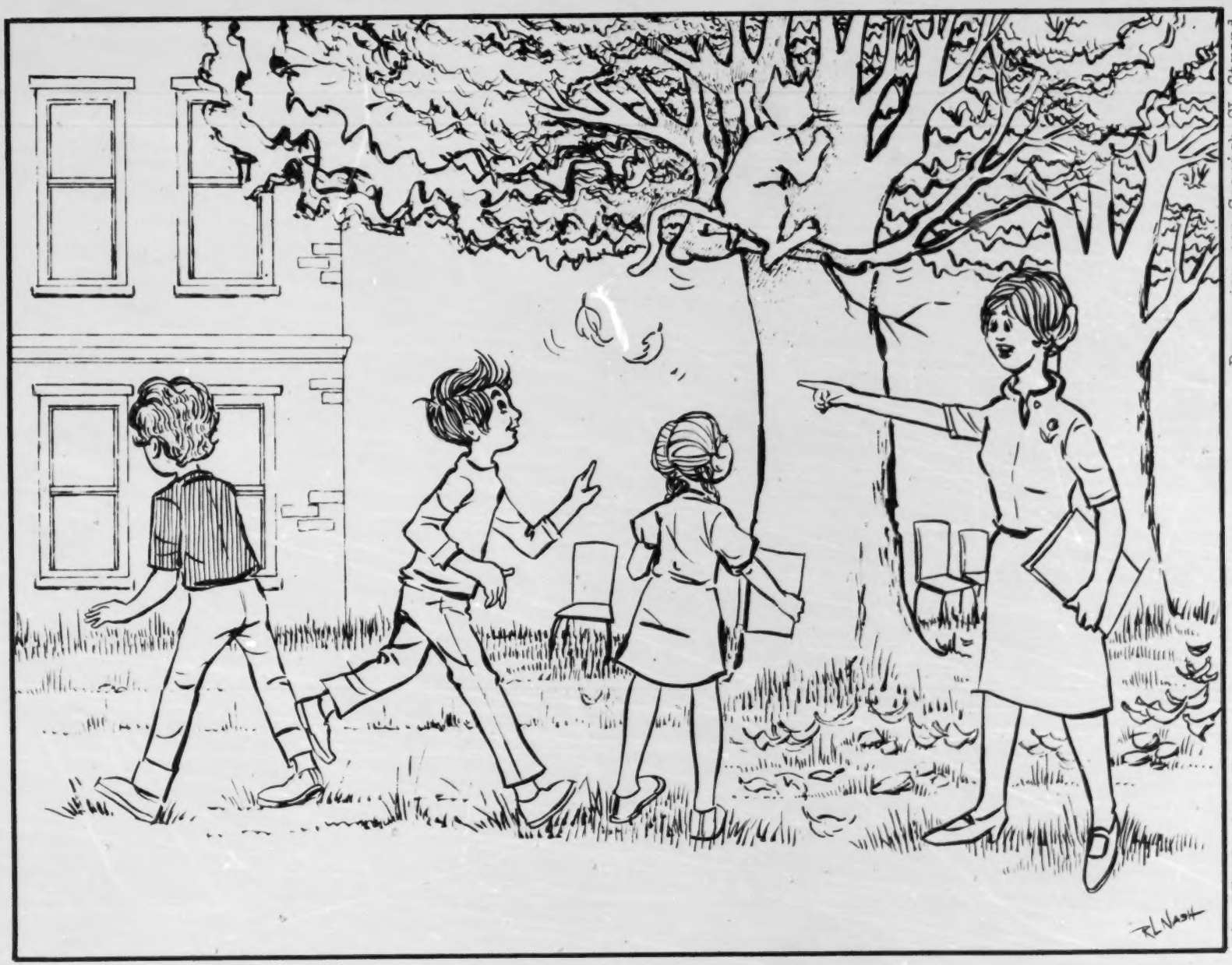

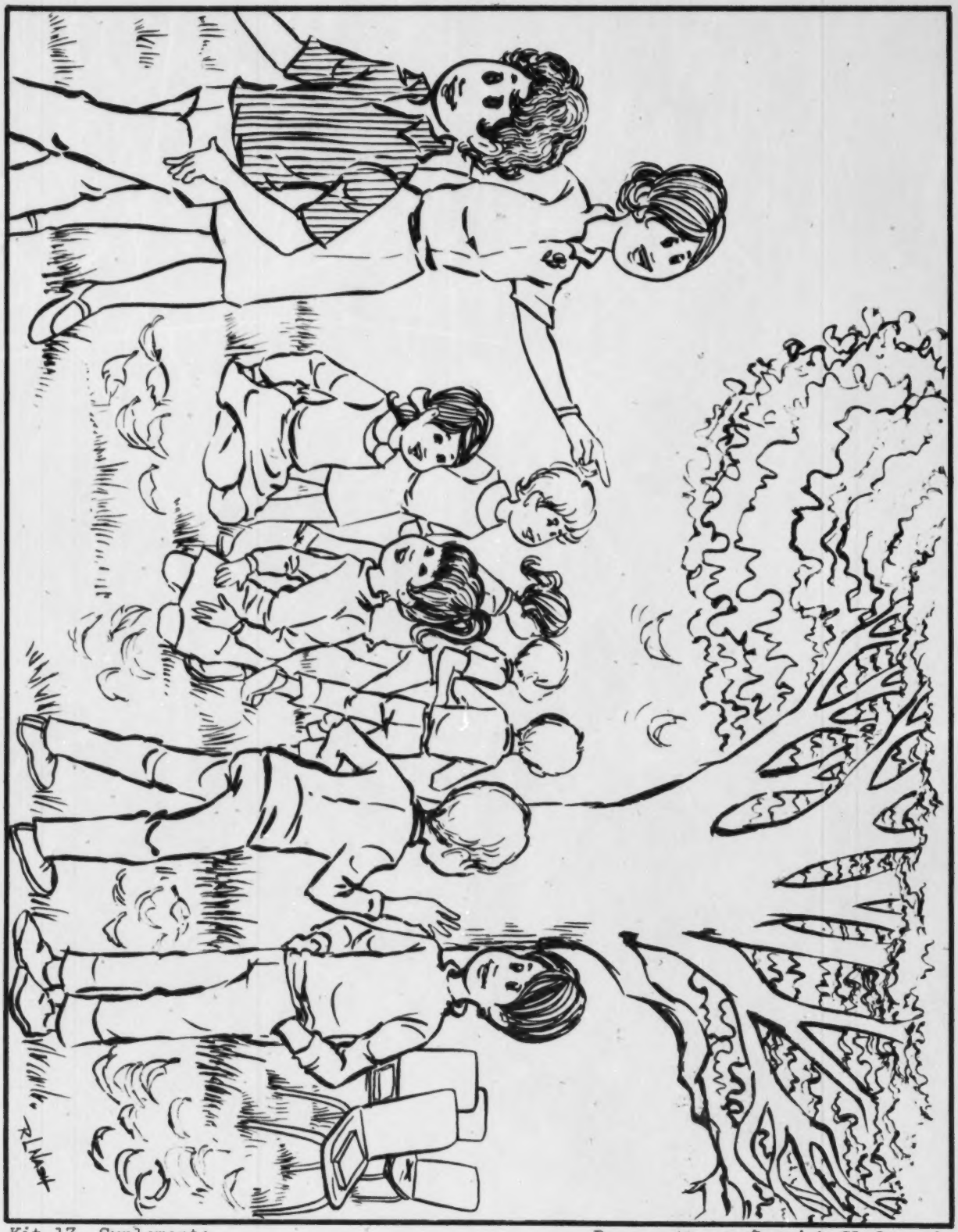

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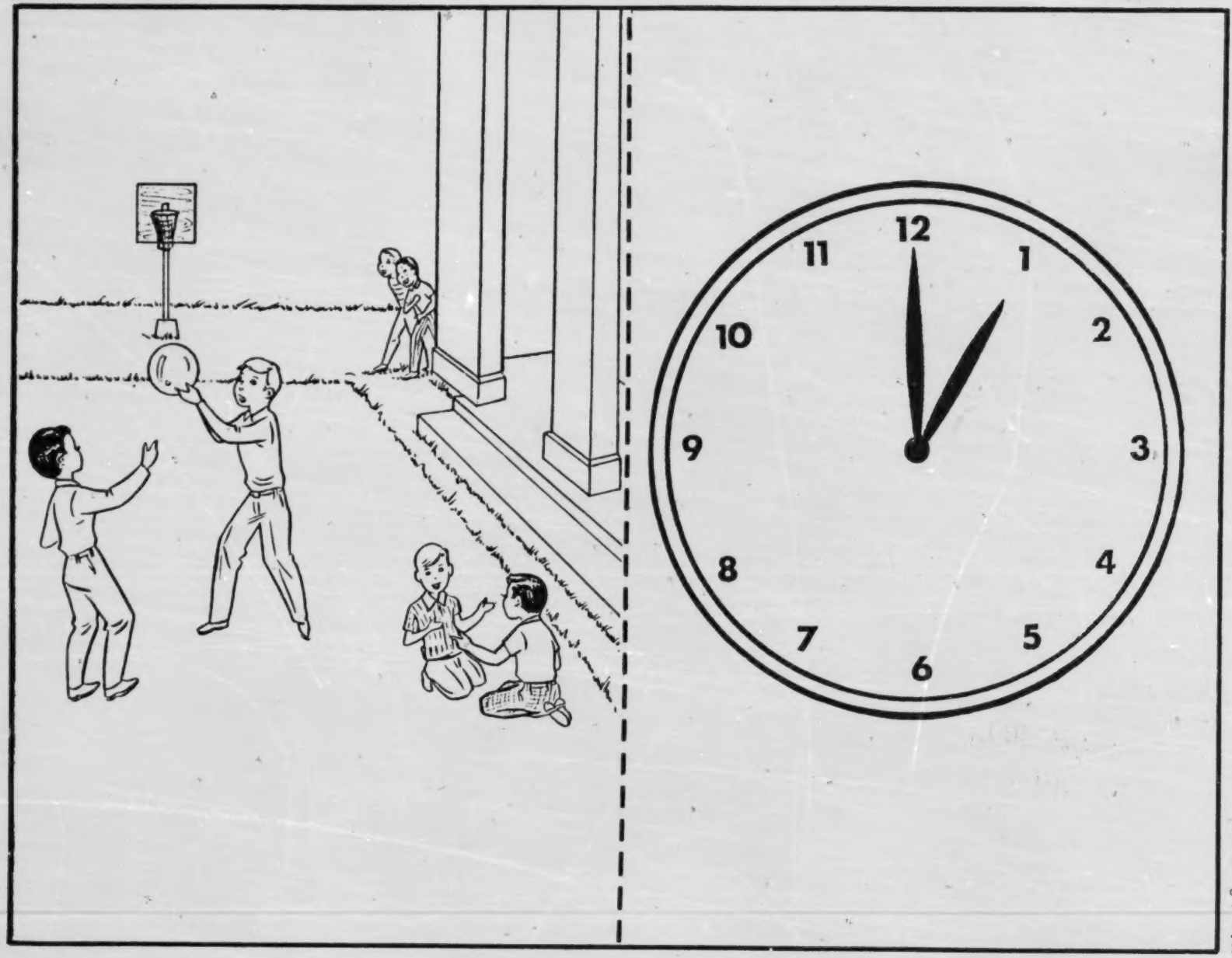
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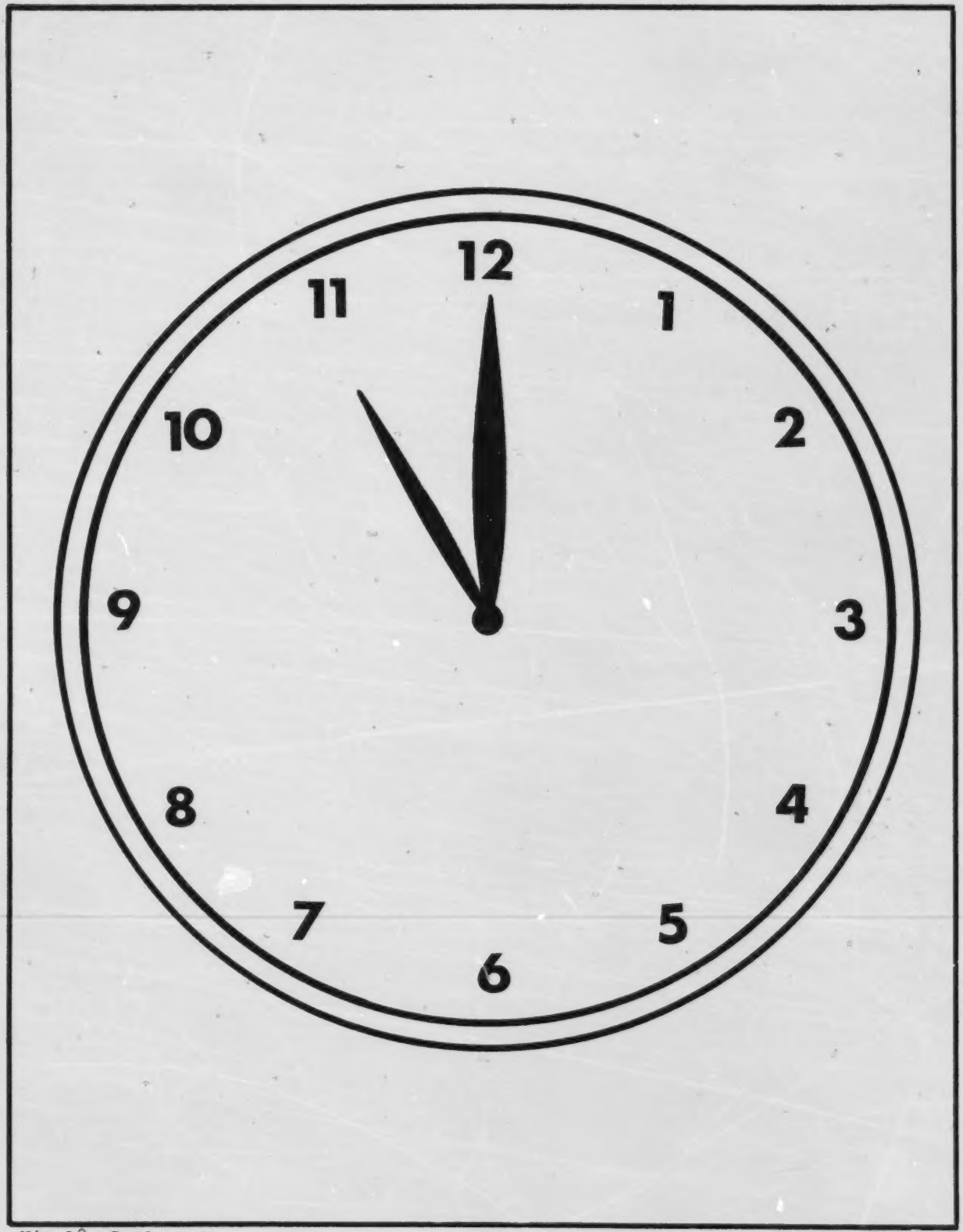
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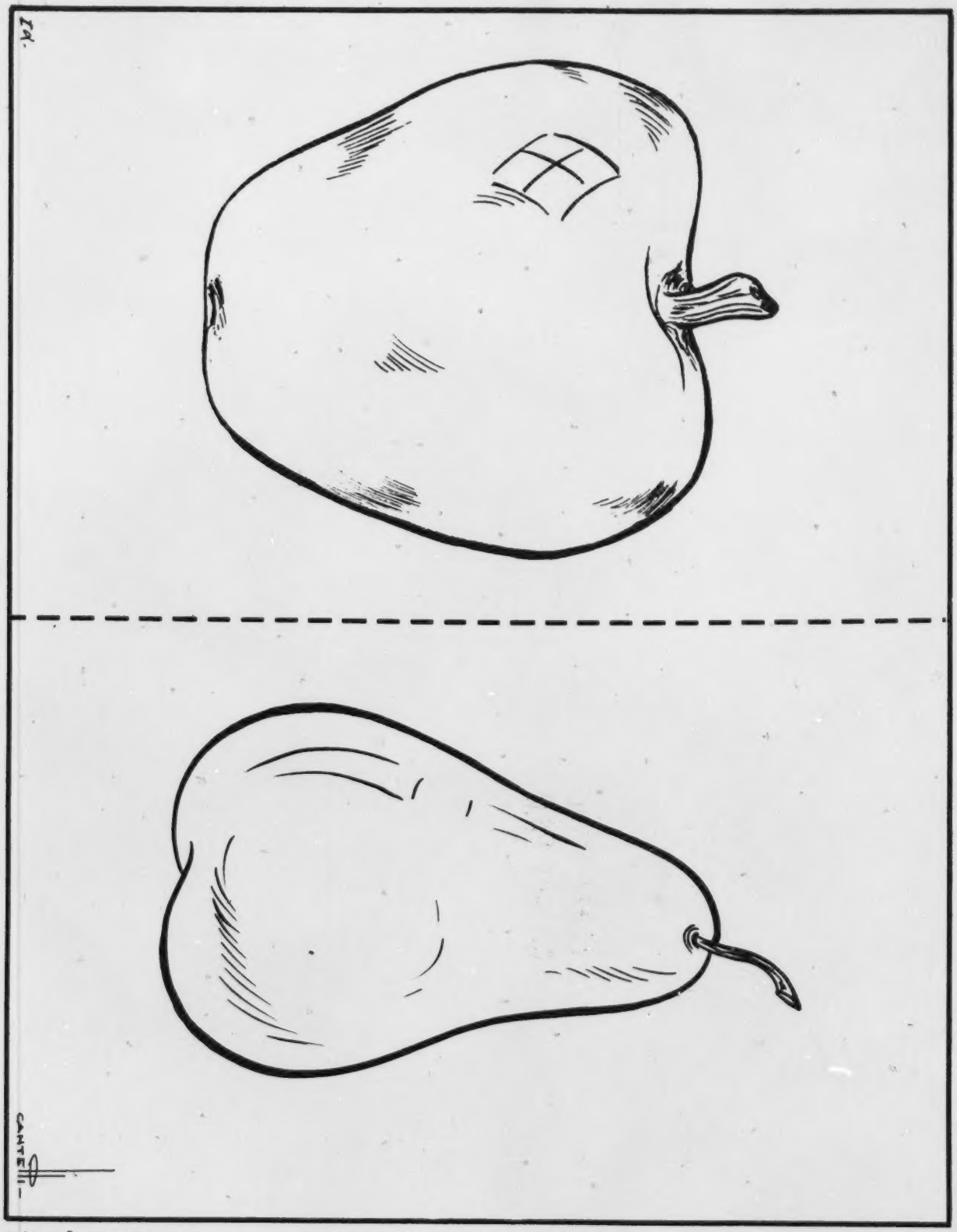

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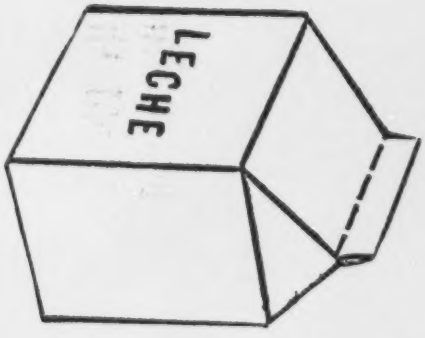
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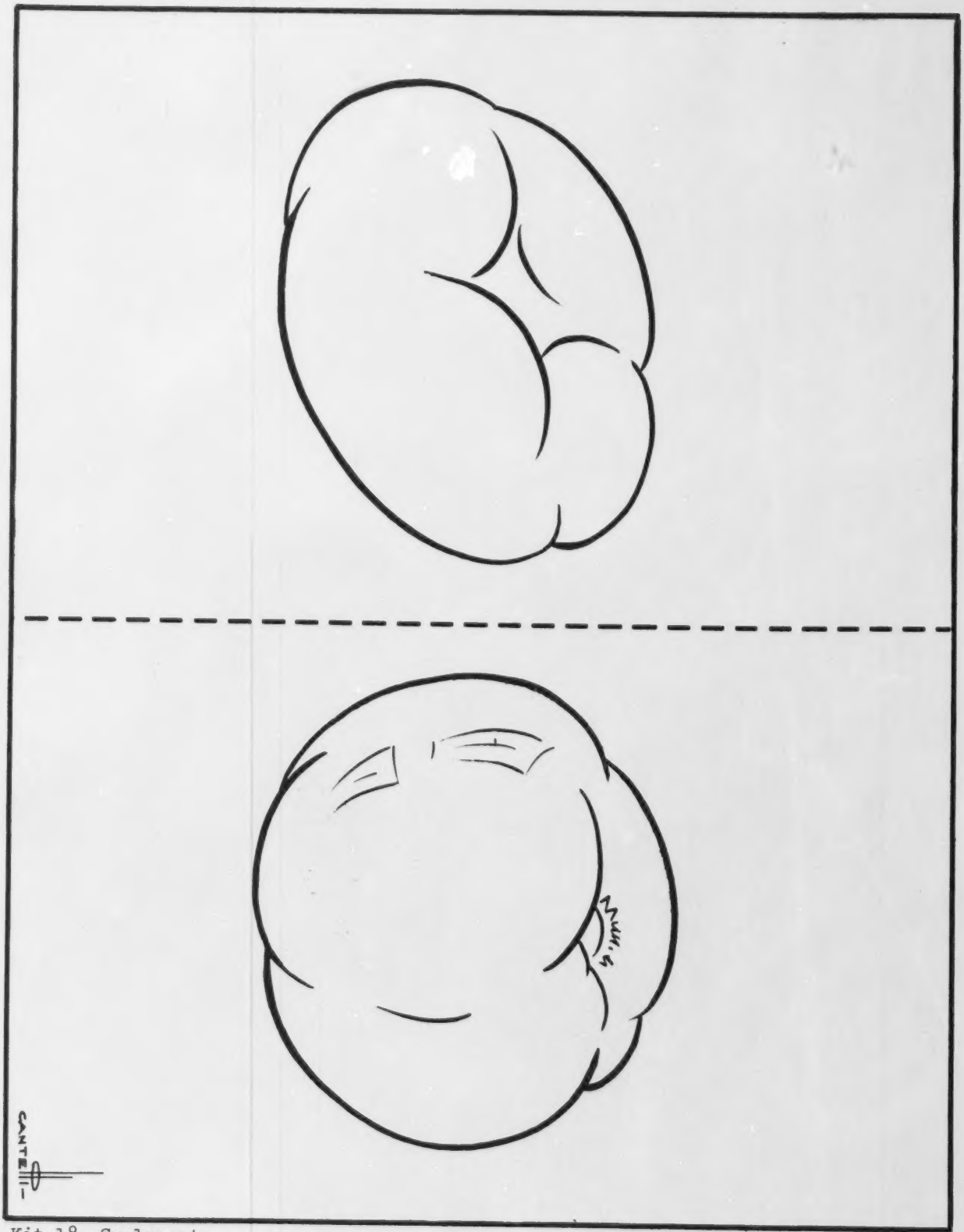

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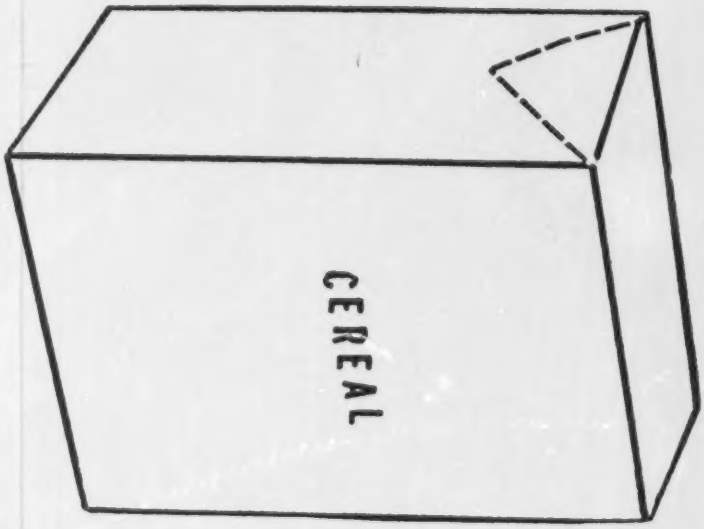

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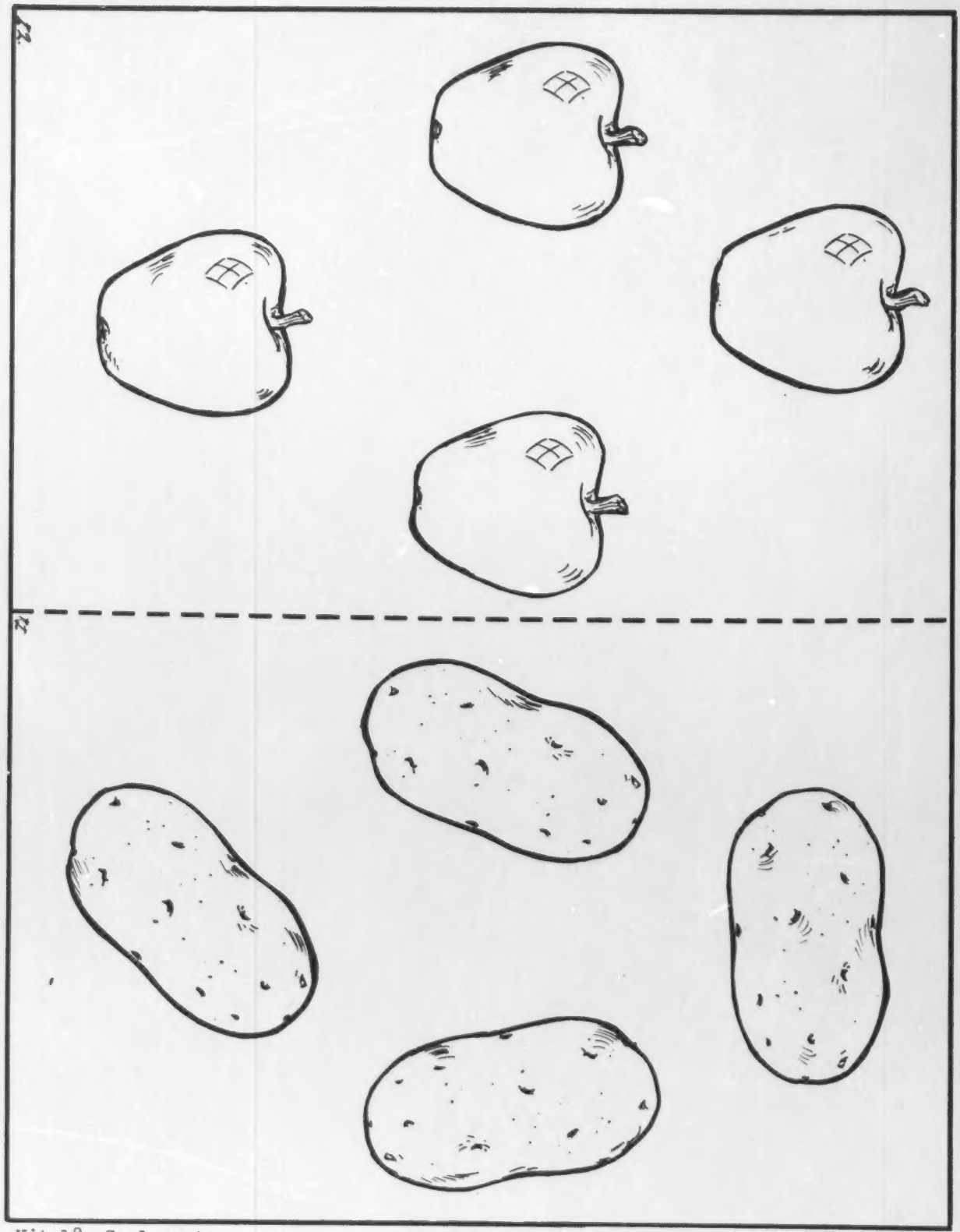

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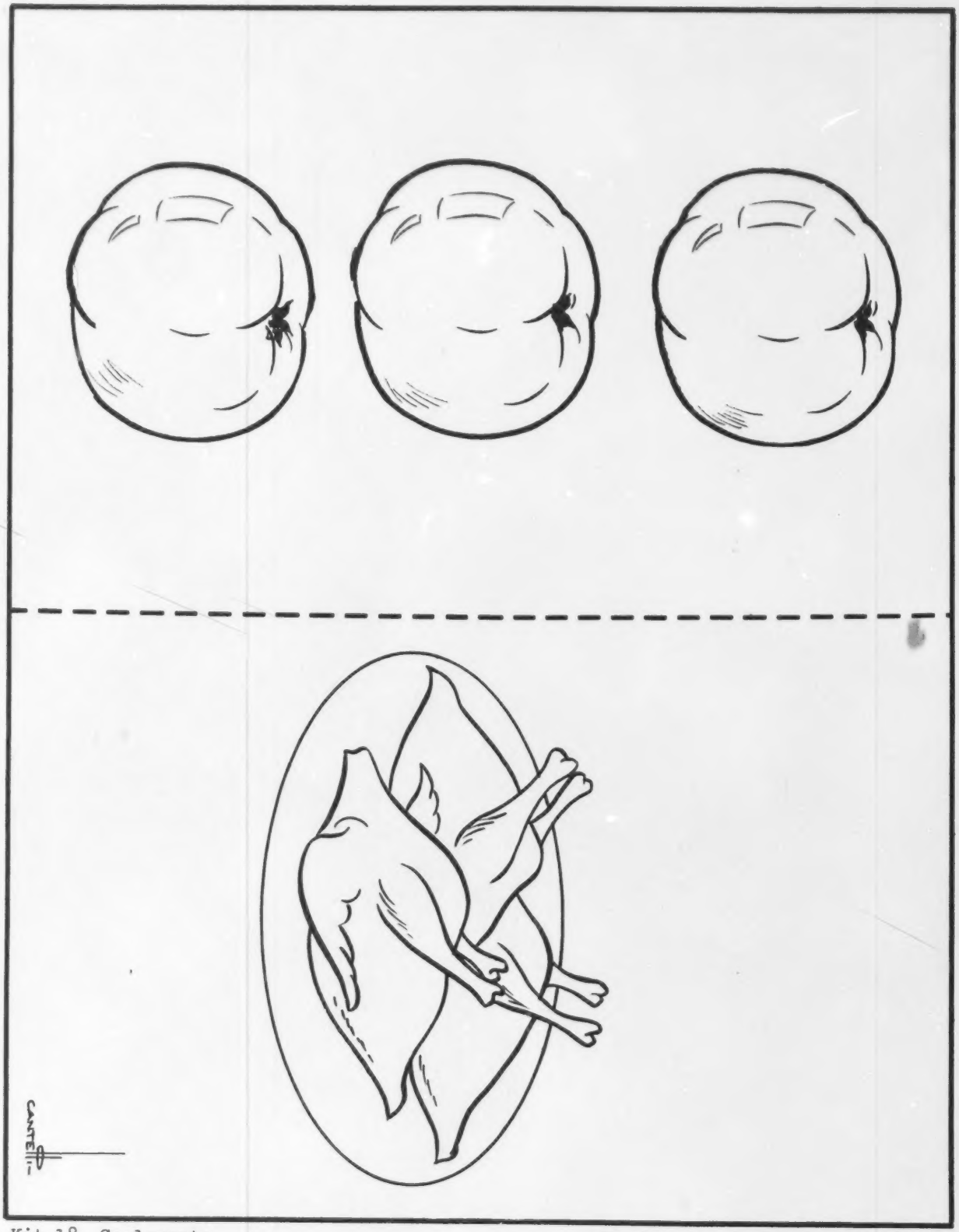

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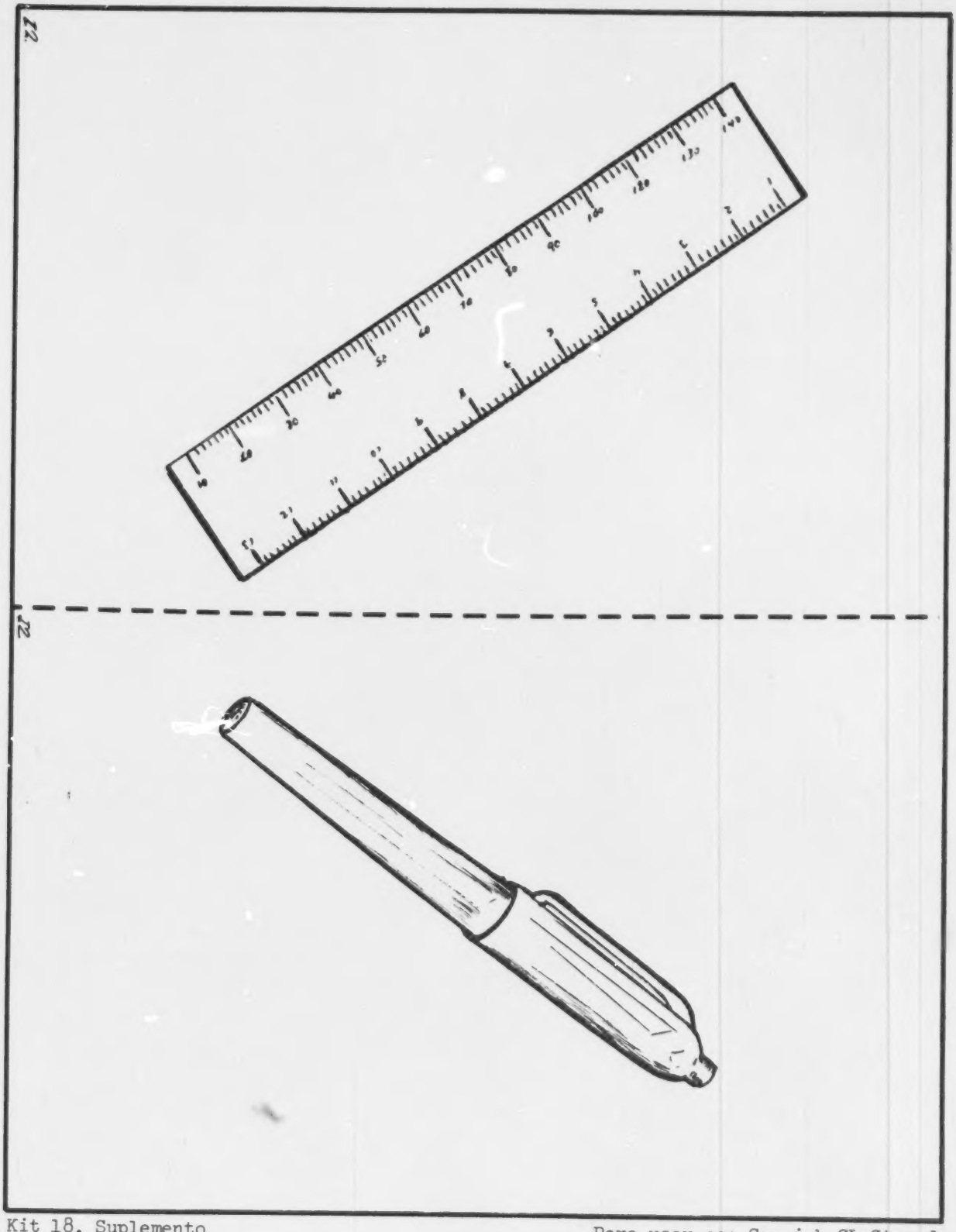

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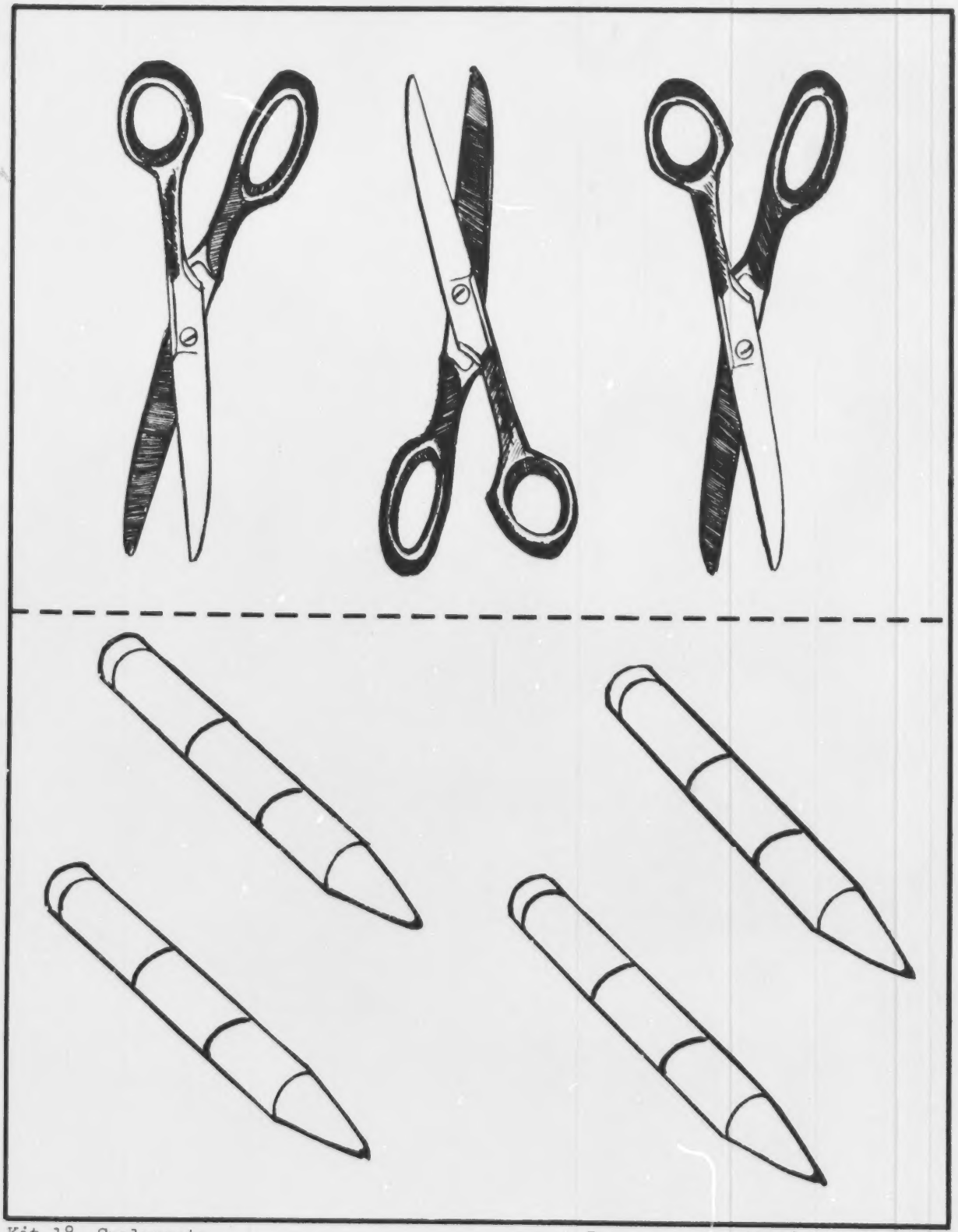

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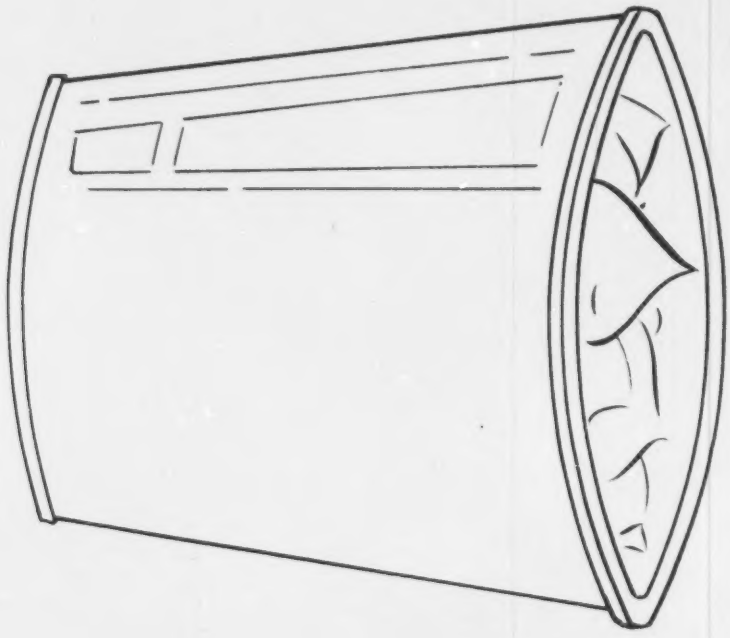

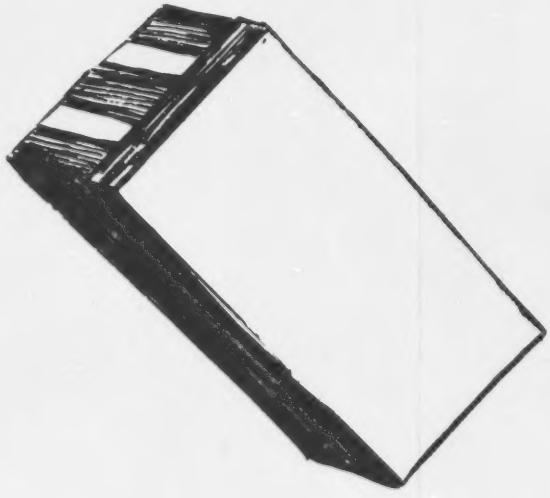

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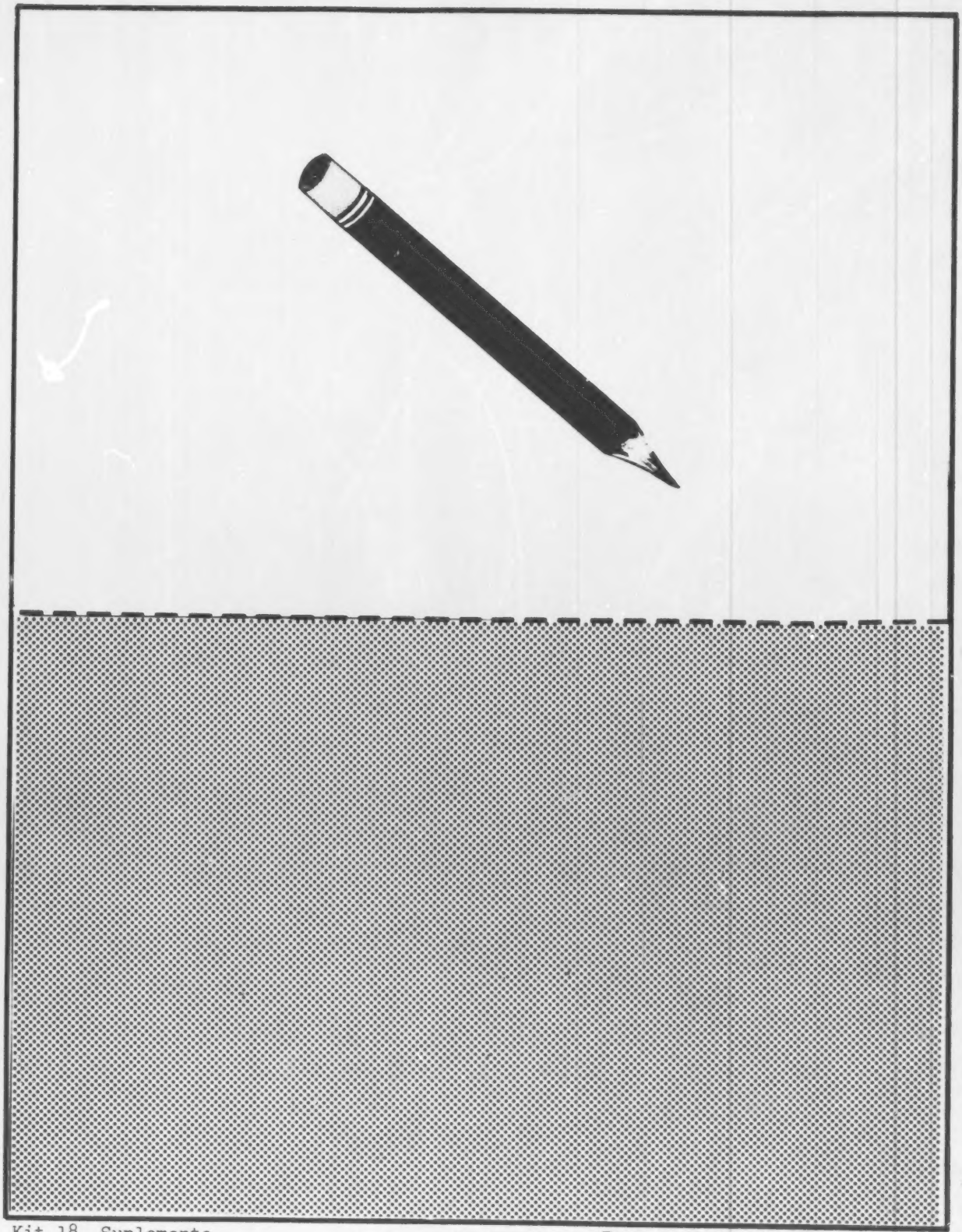

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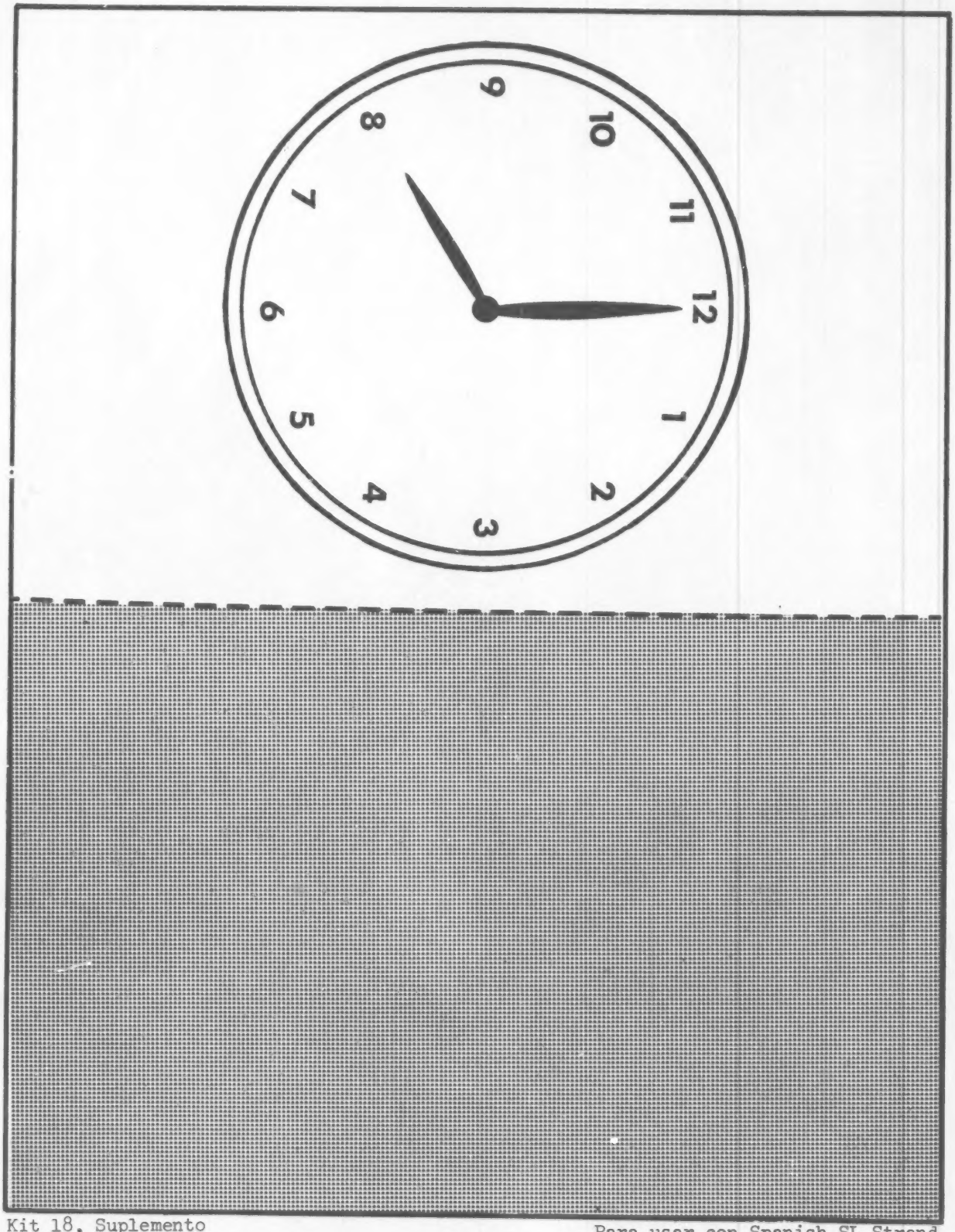

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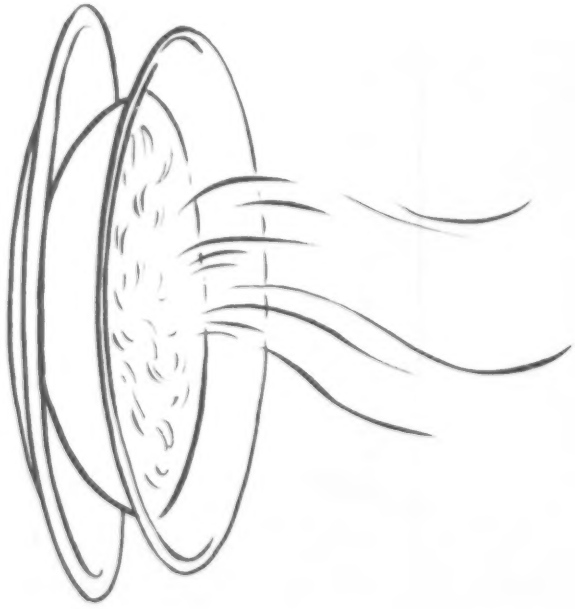

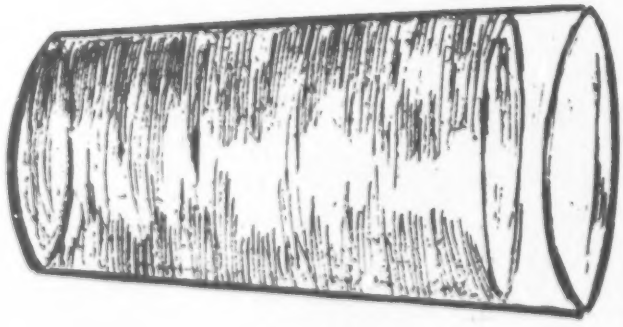

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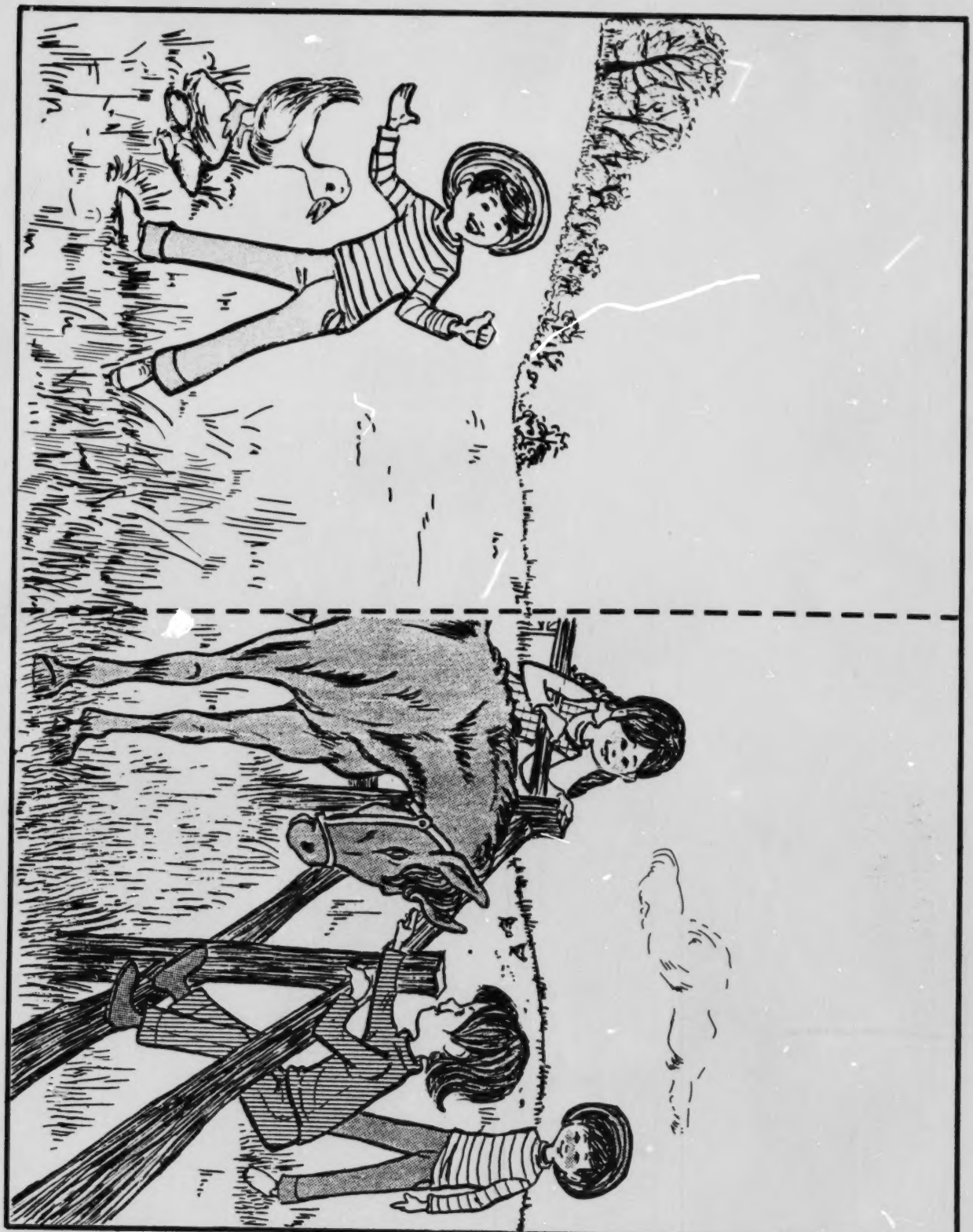

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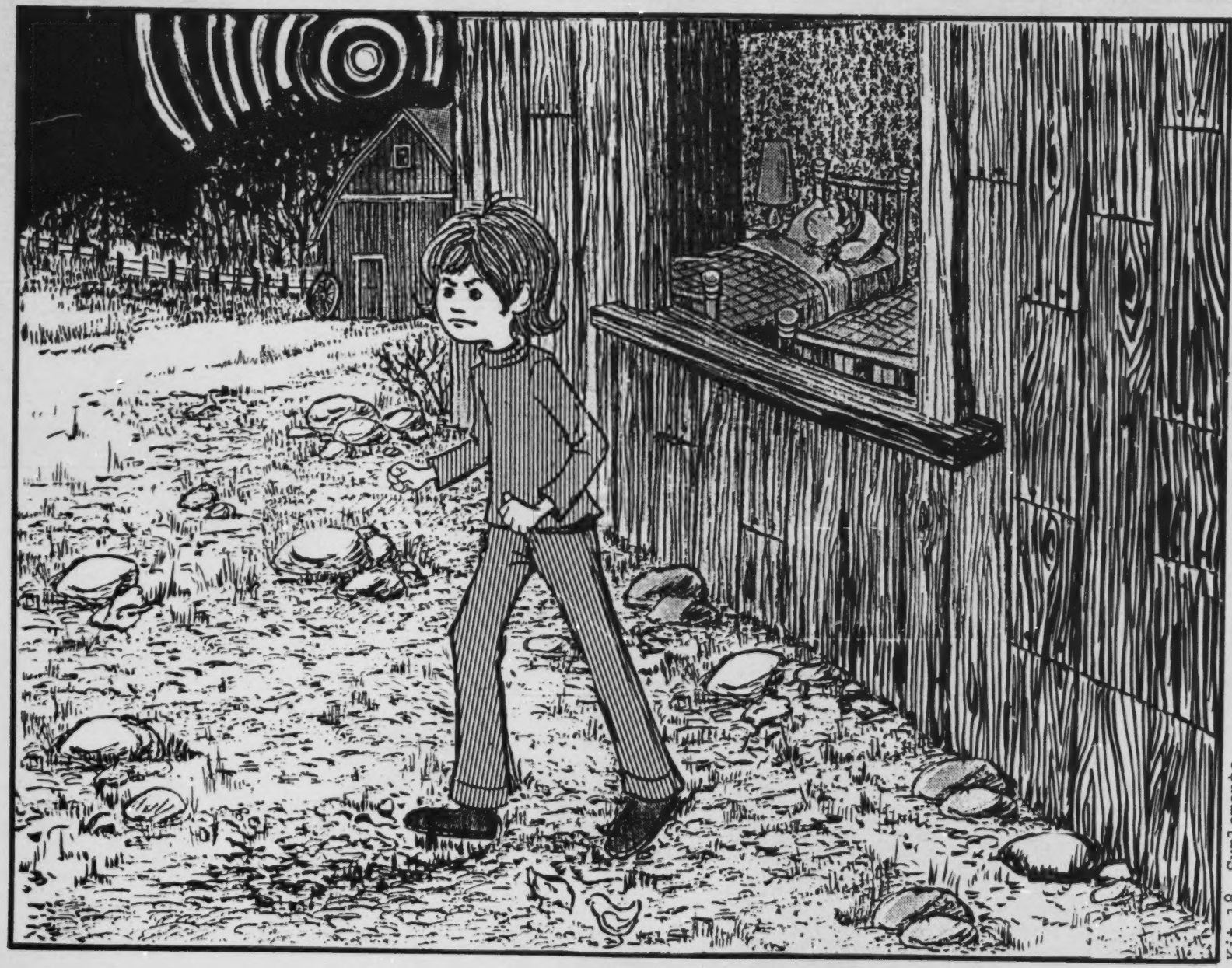

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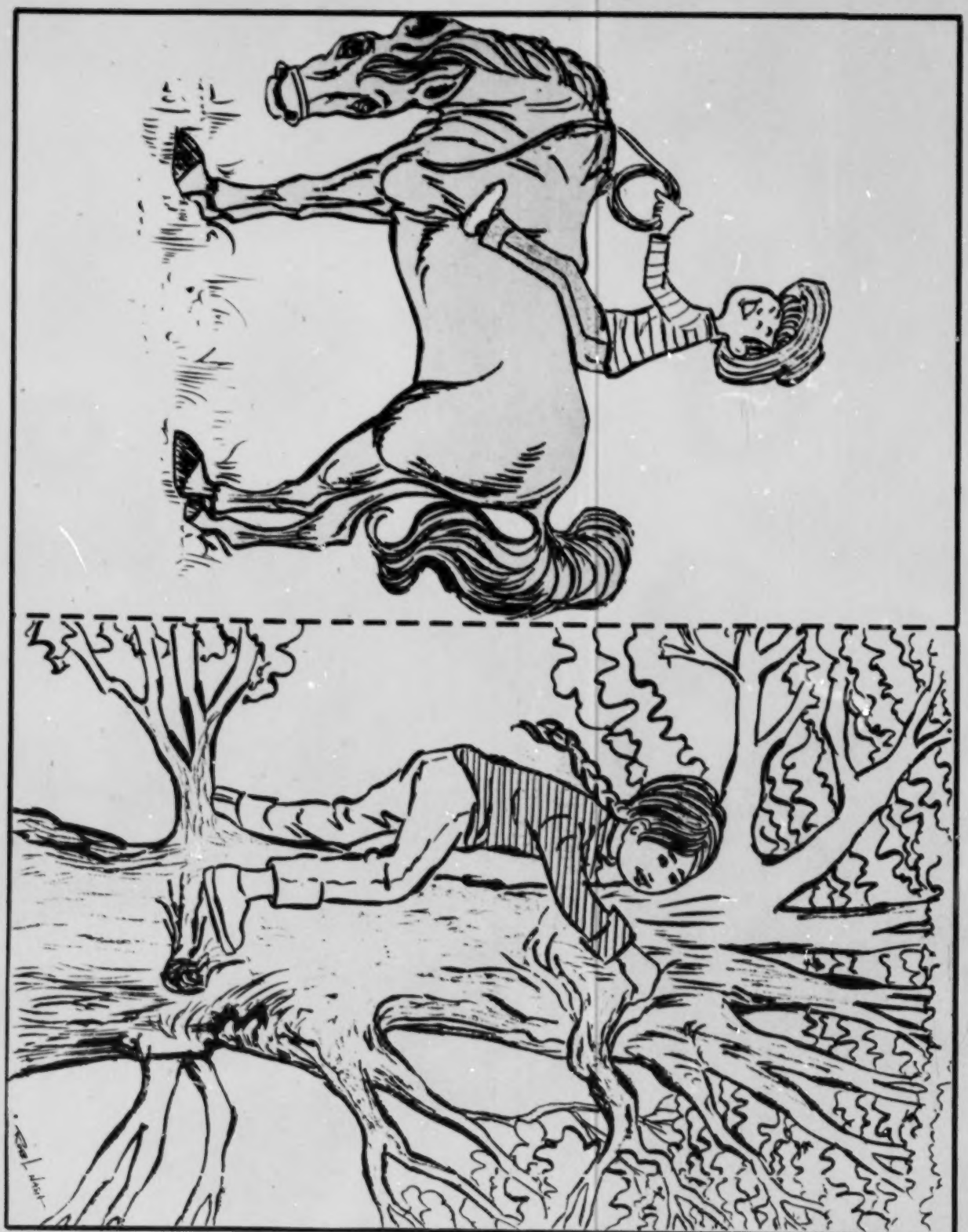

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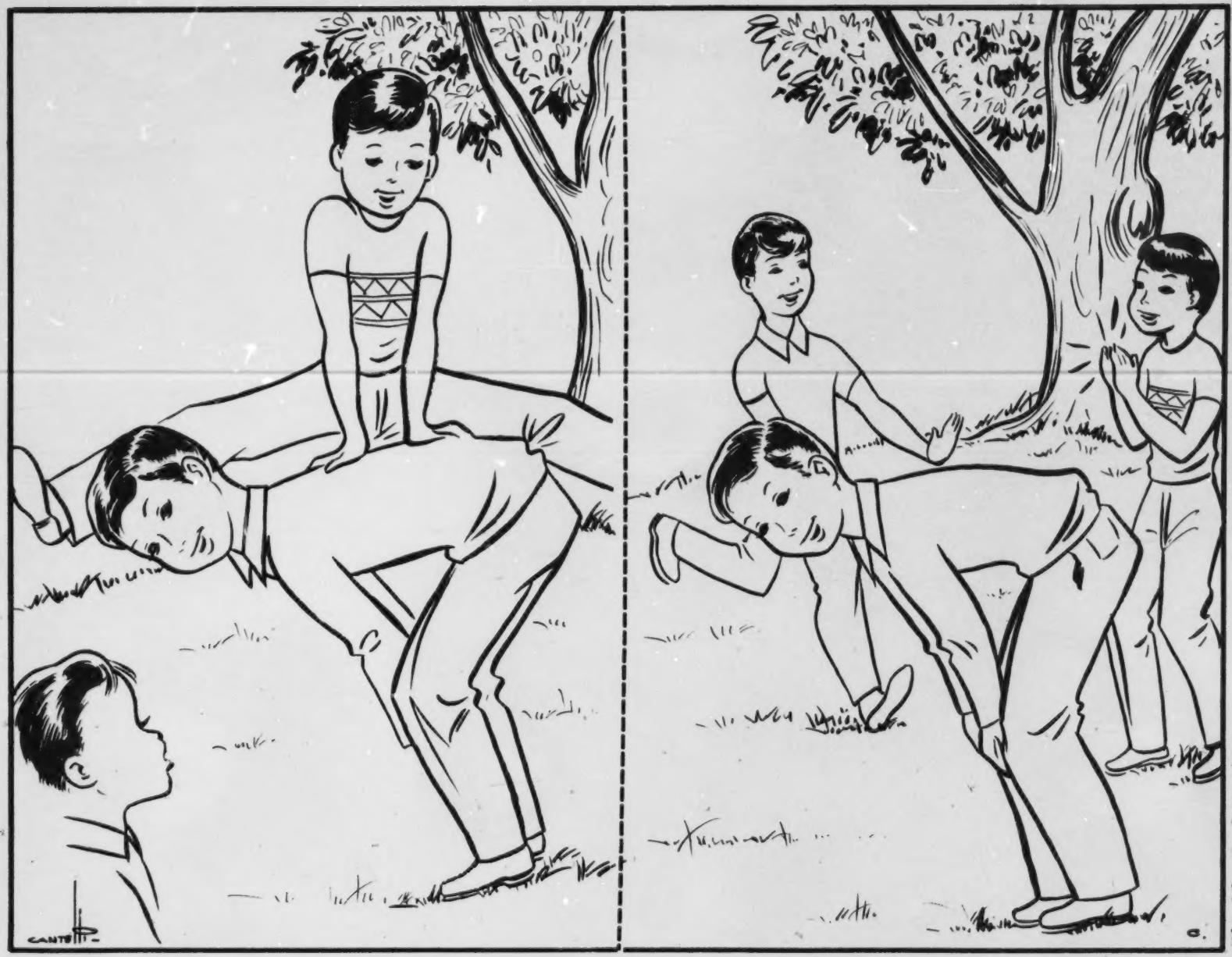

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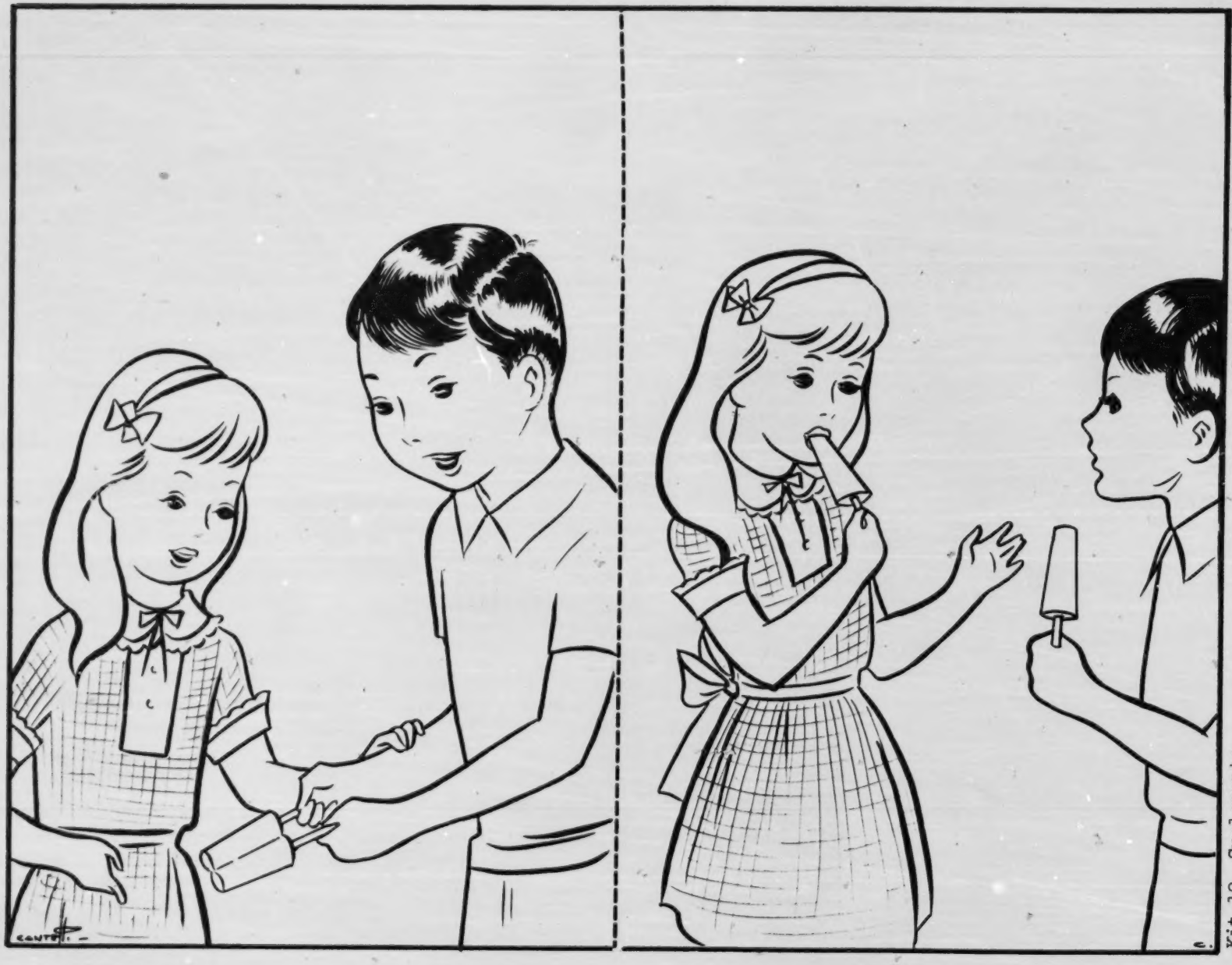

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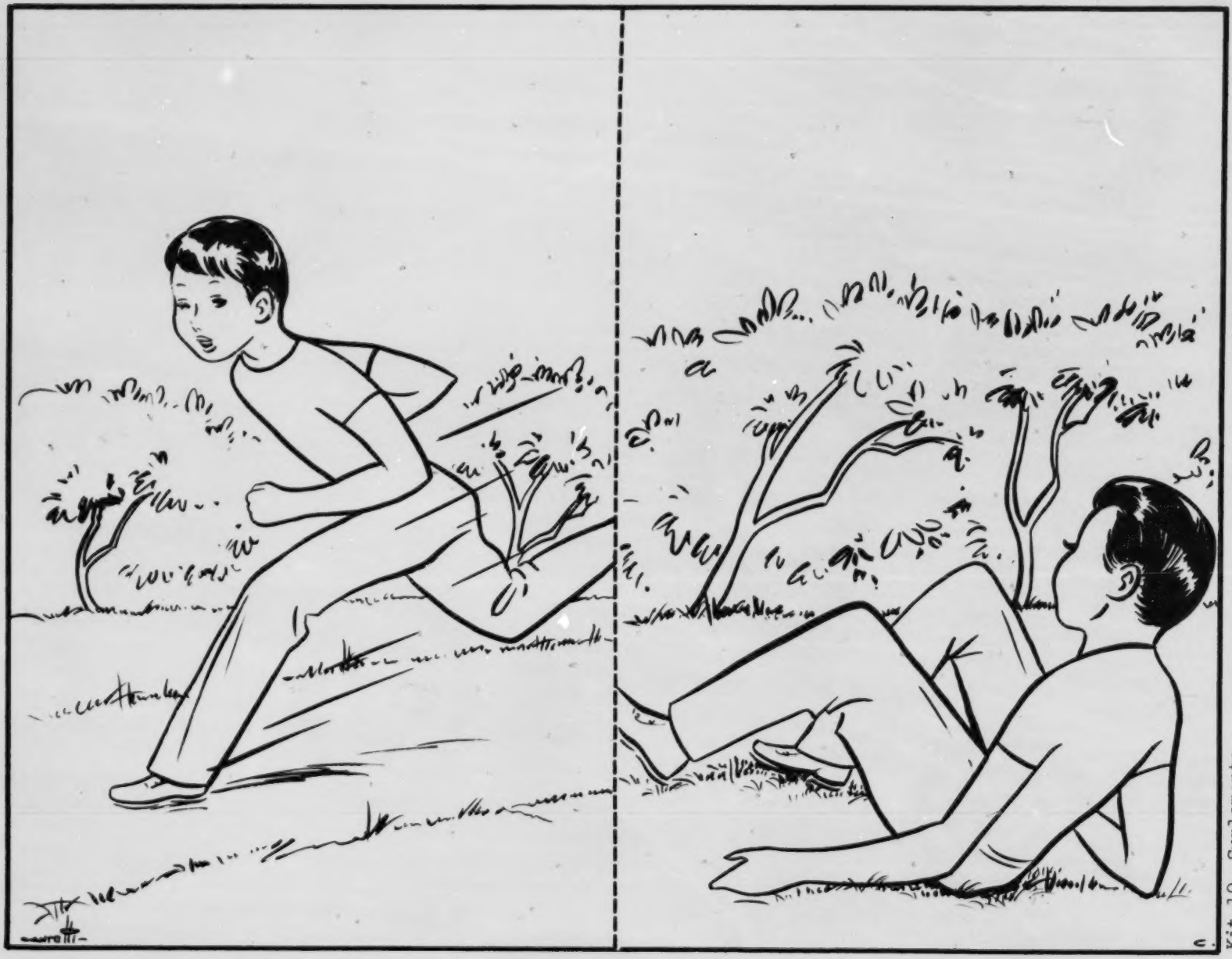

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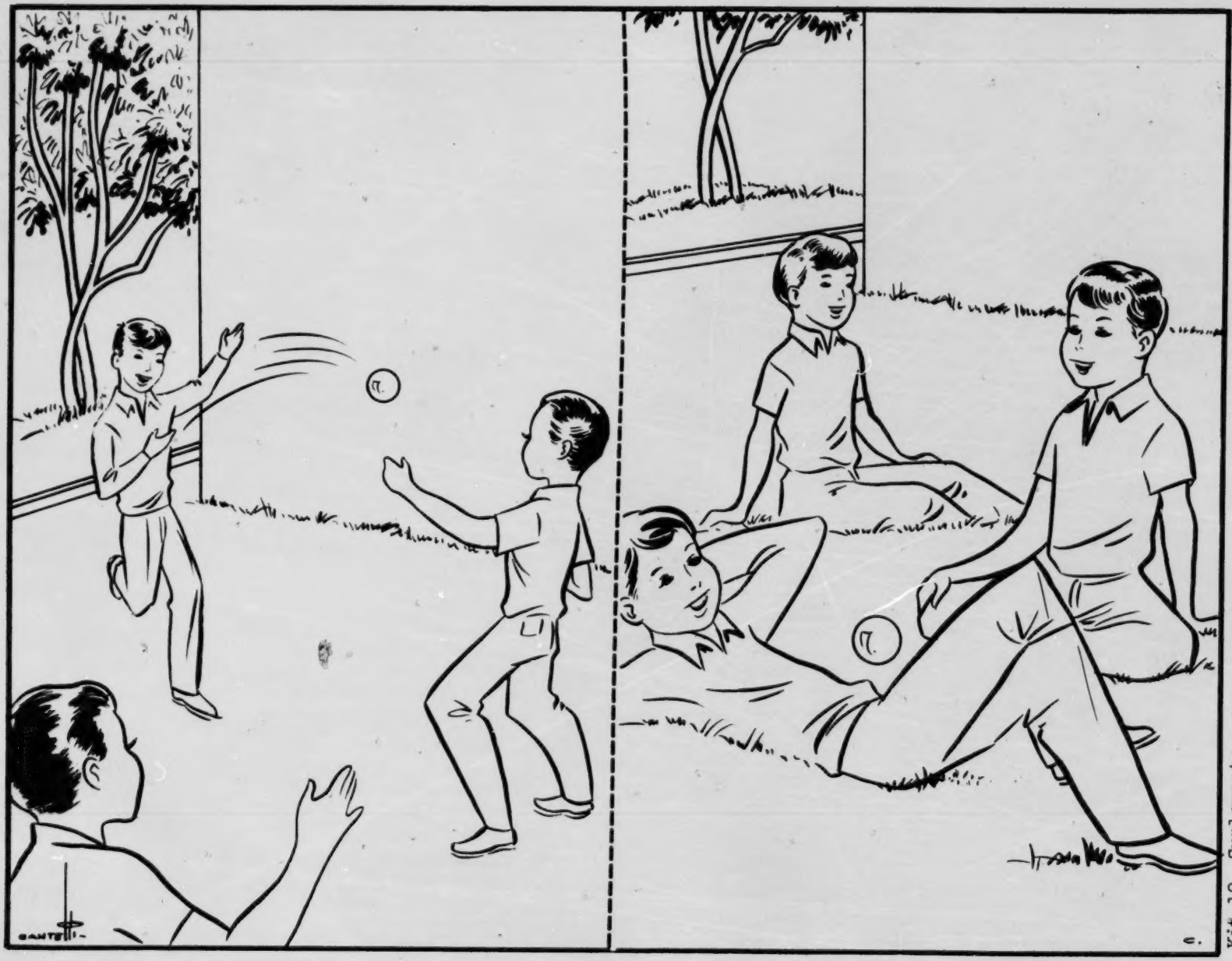

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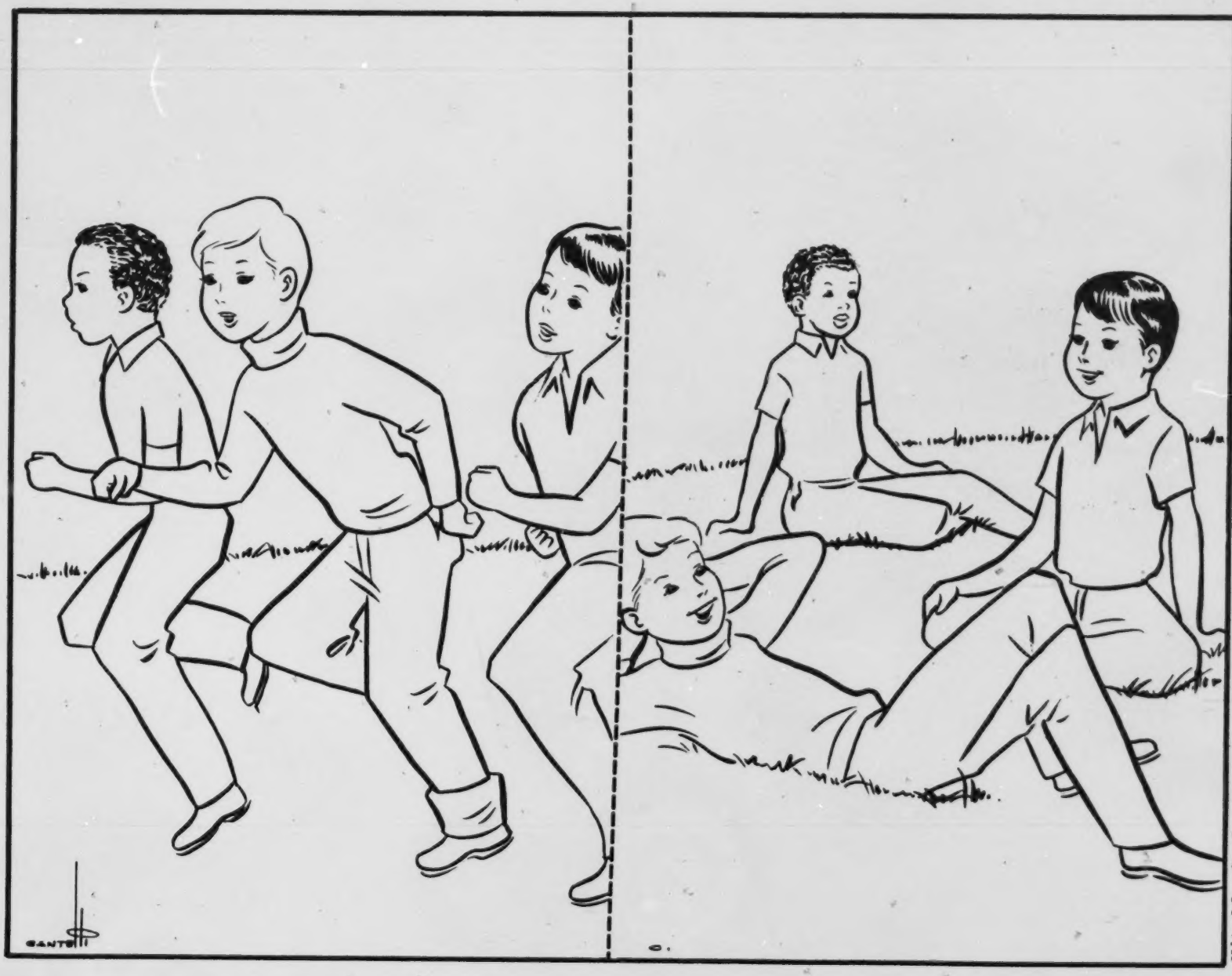

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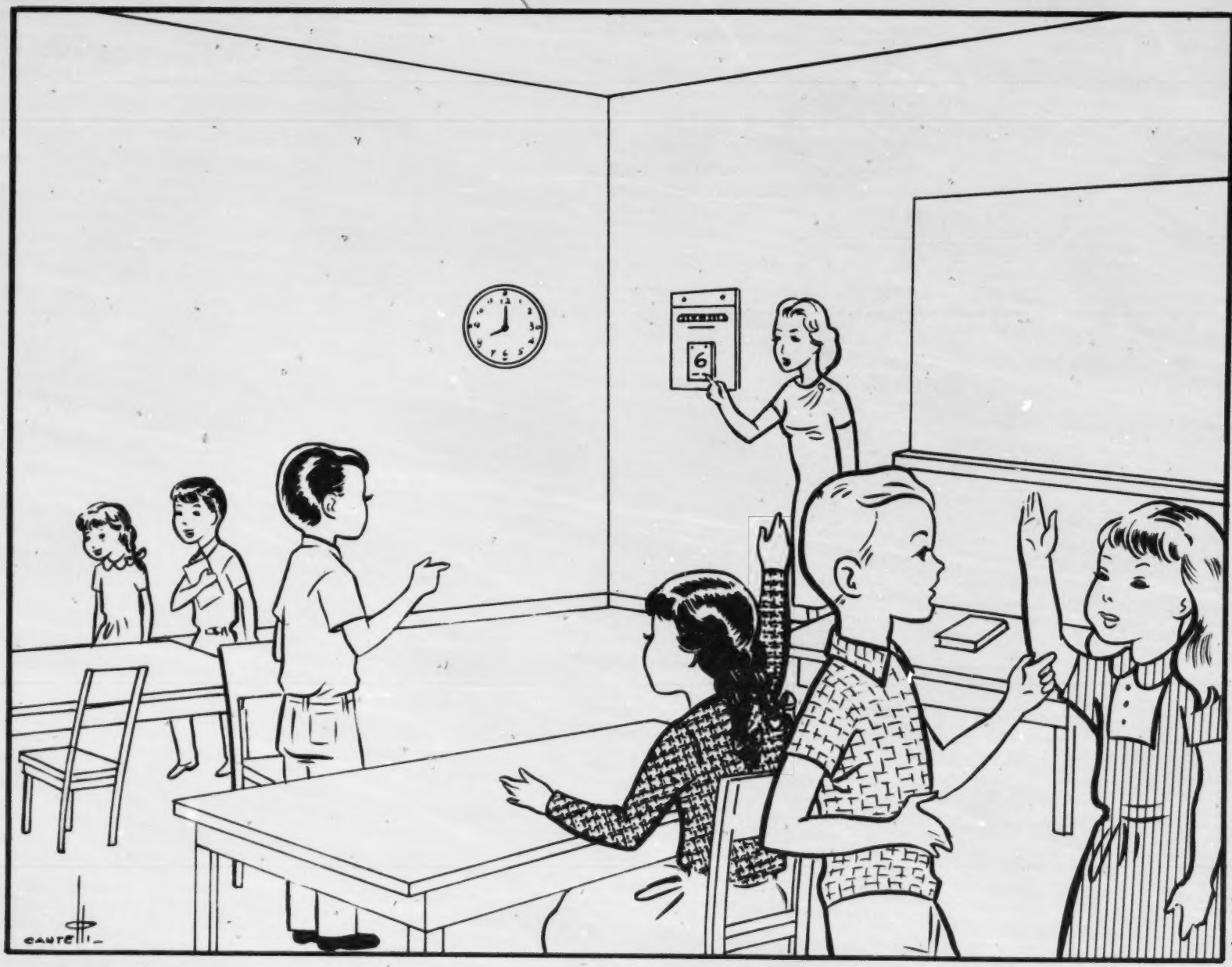

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KIT 20

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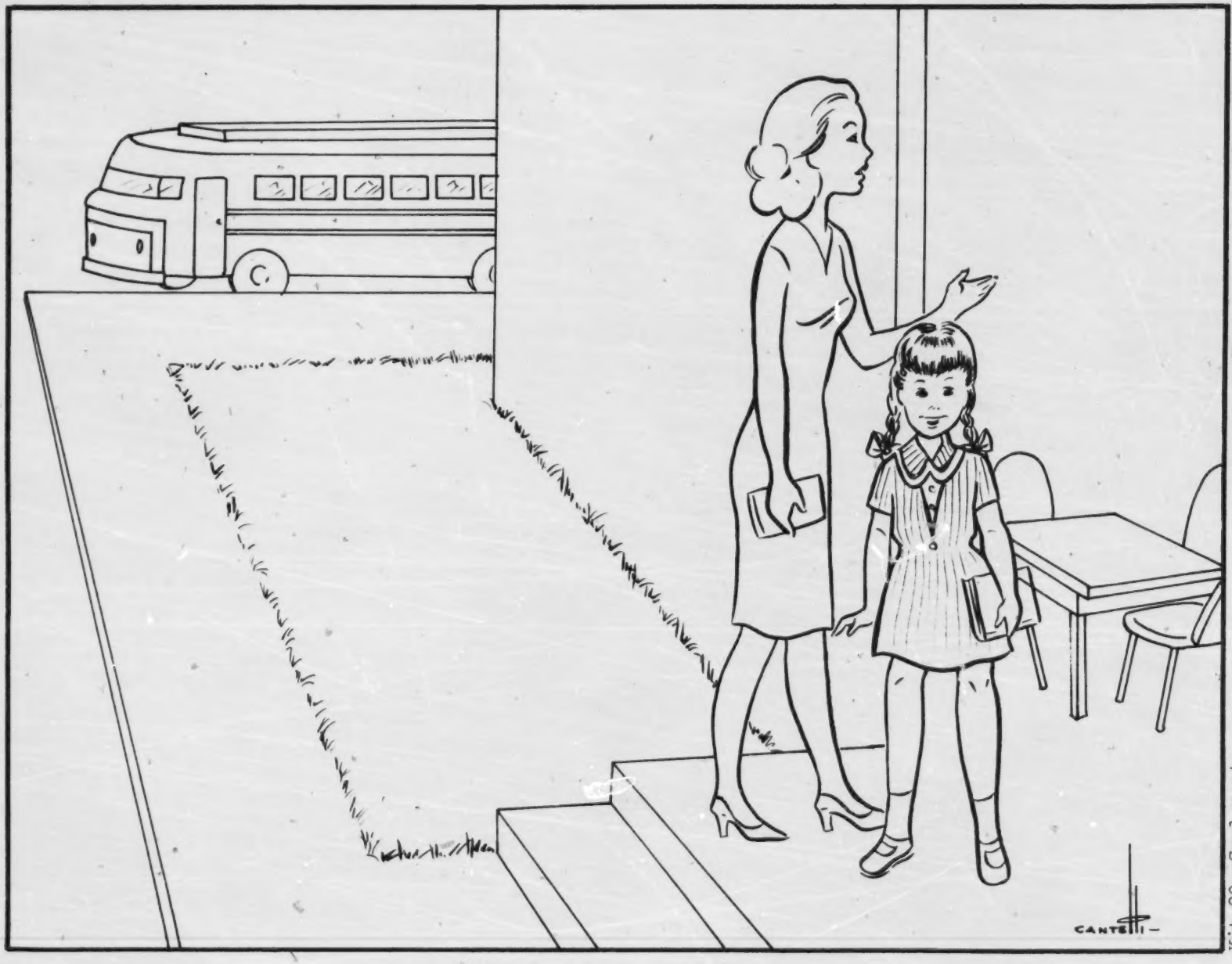

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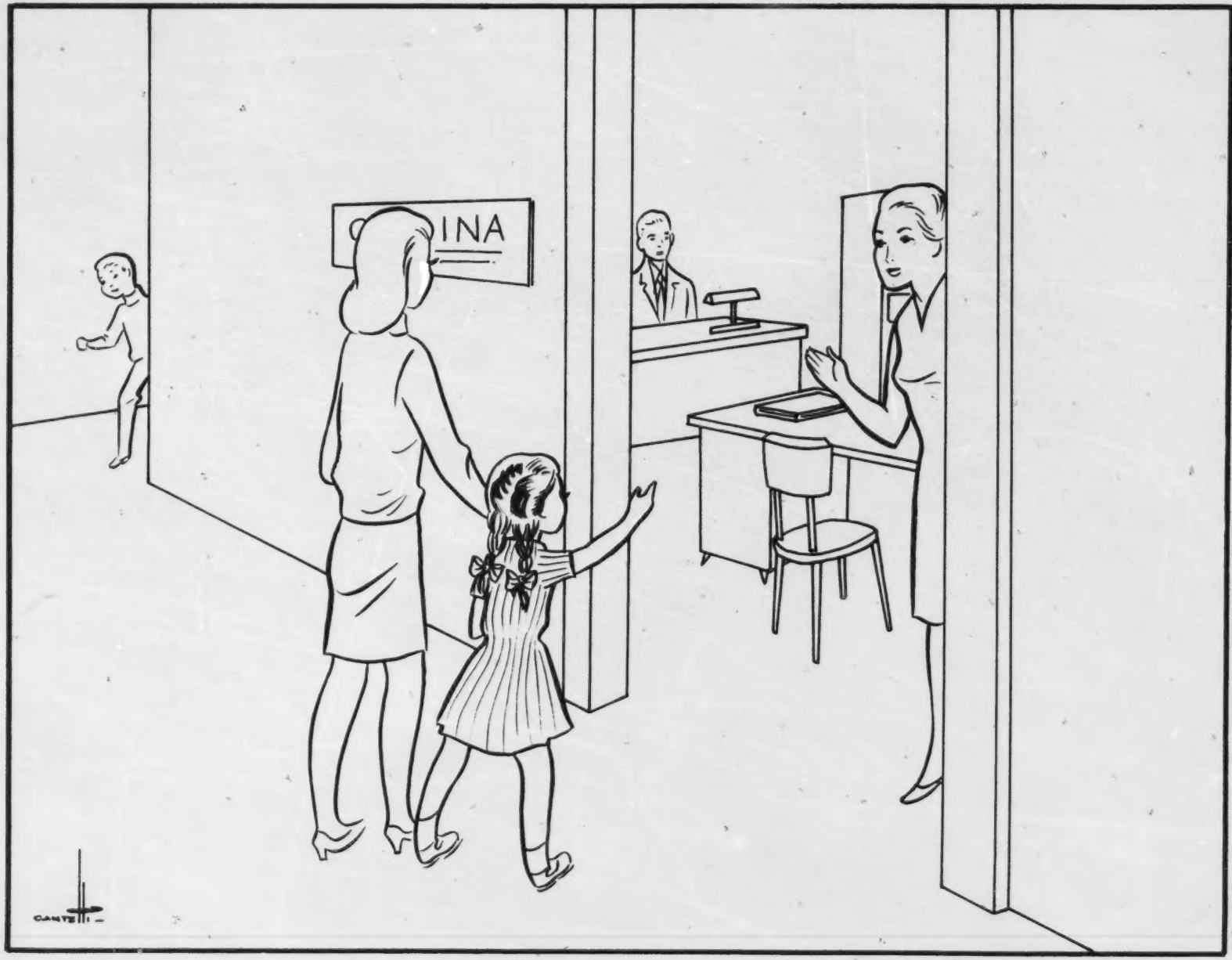

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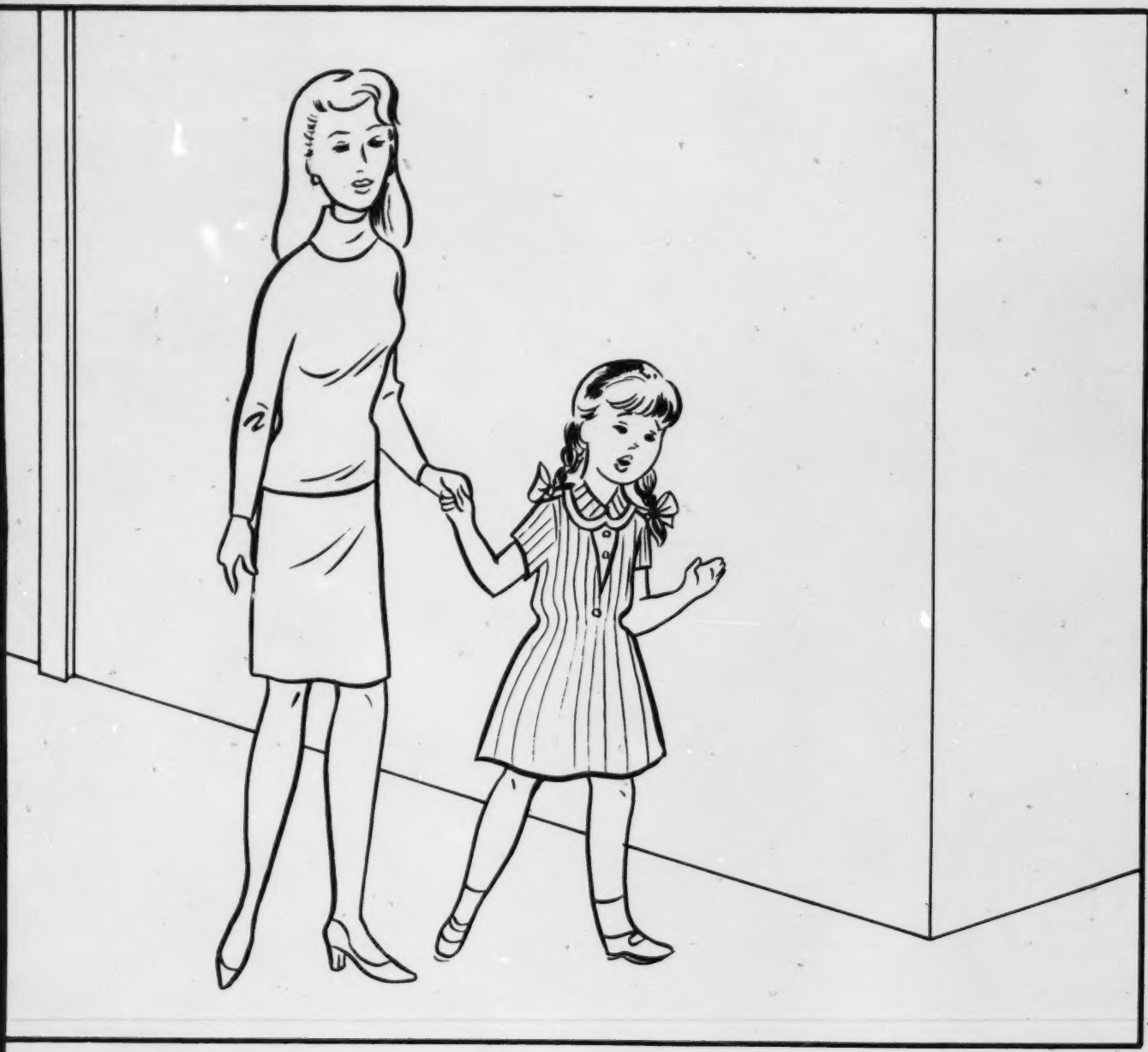

Para usar con Spanish SL Strand

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Para usar con Spanish SL Strand

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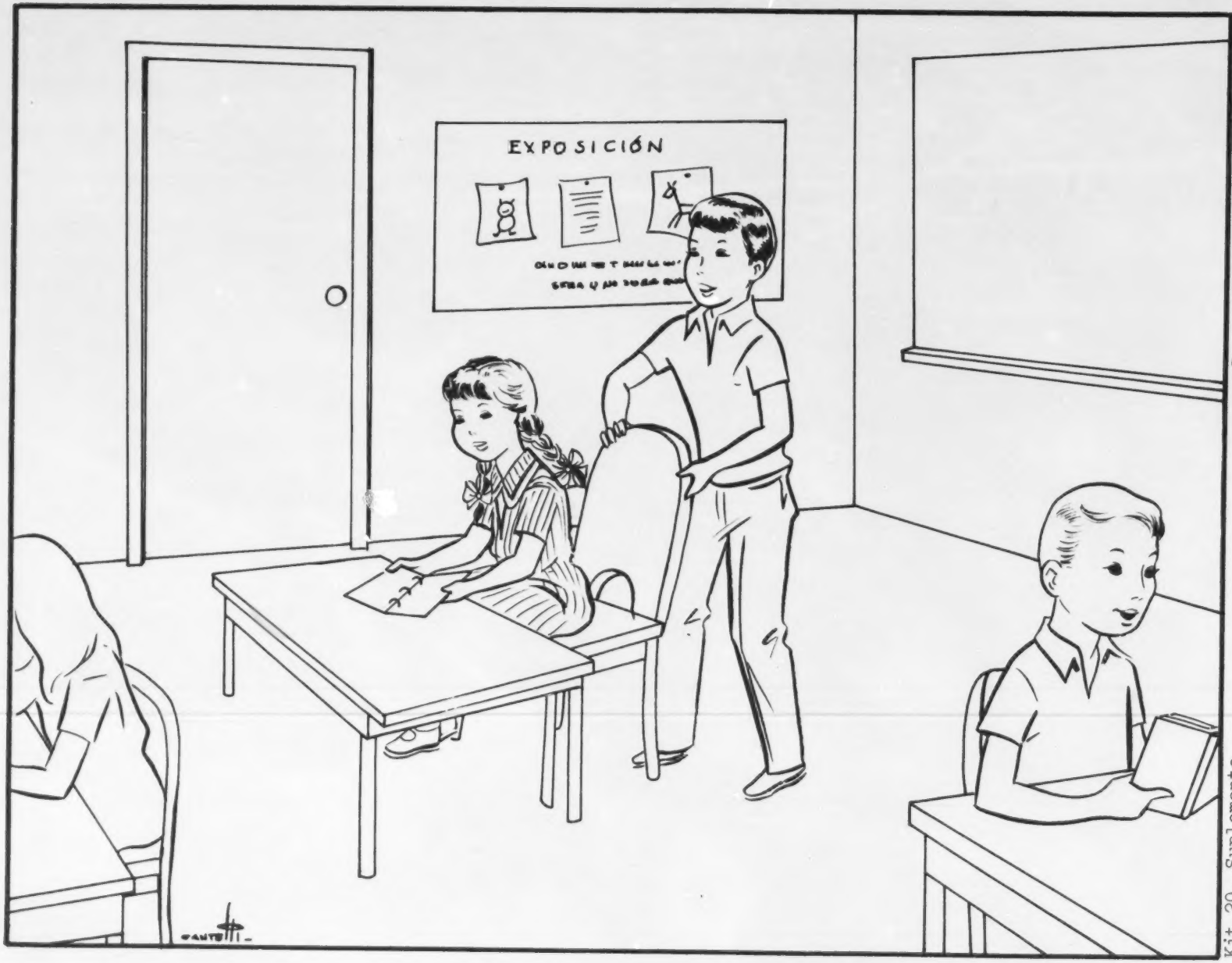
Kit 20, Suplemento



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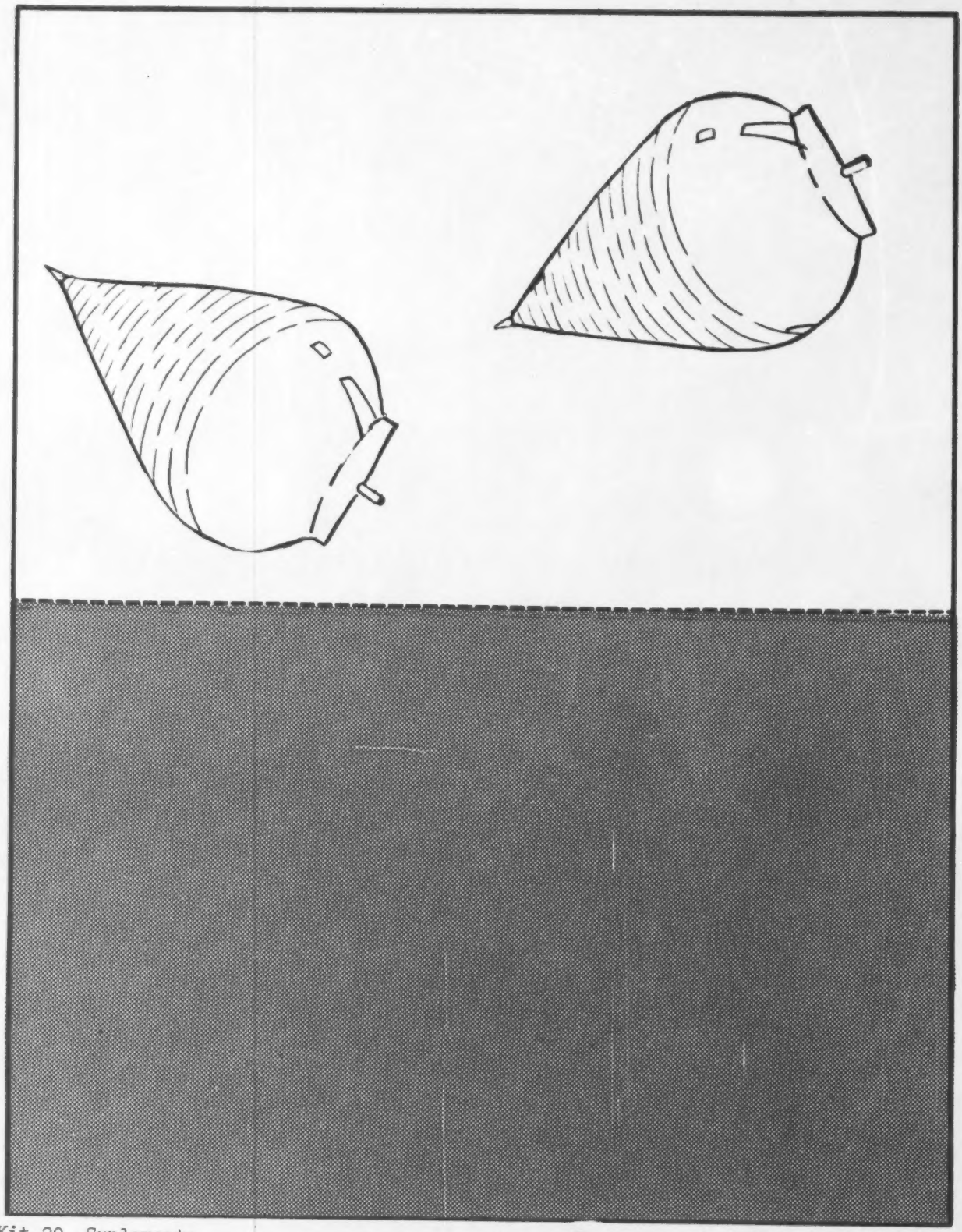
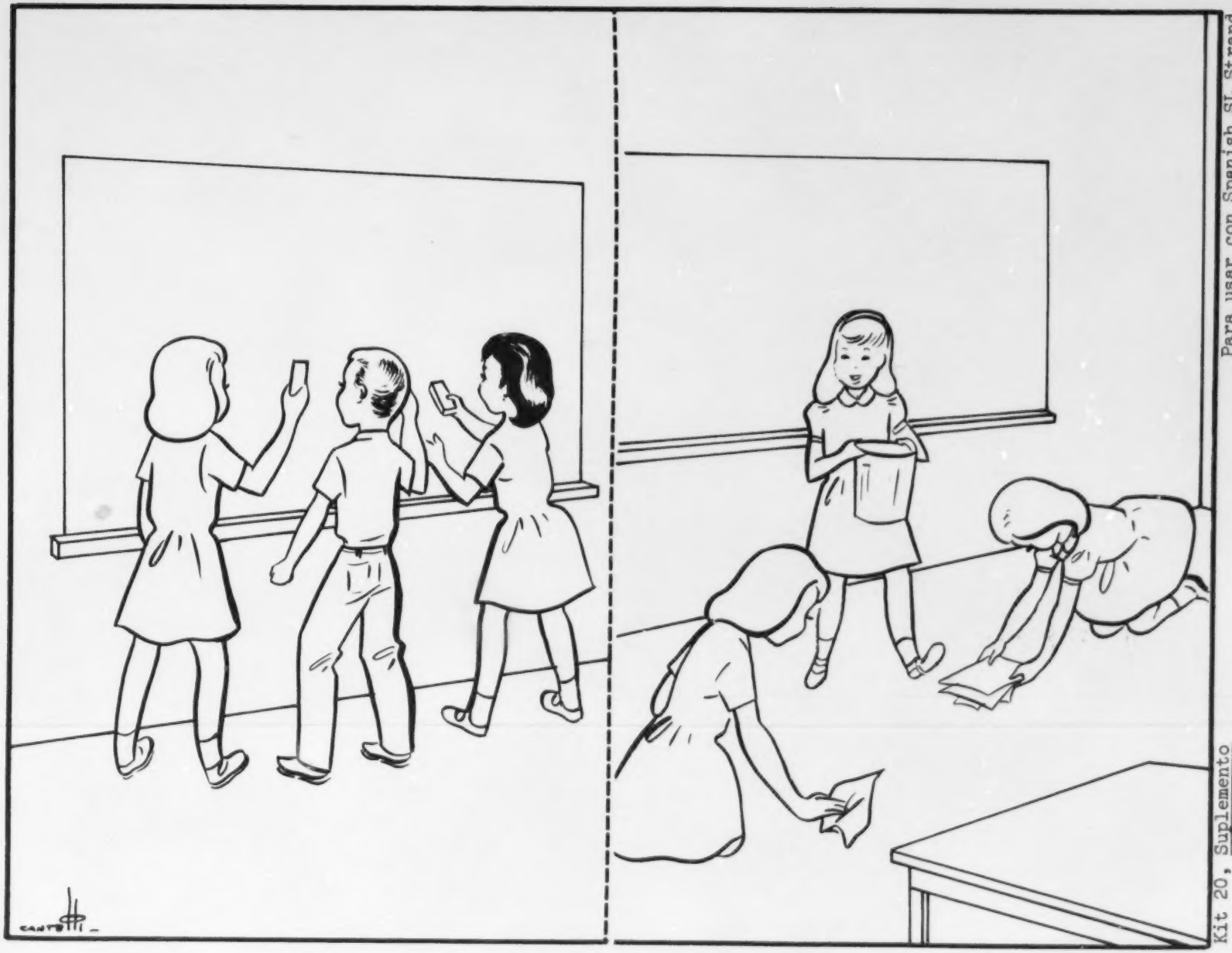
Para usar con Spanish SL Strand

EXPOSICIÓN

VOLUMEN I



Elsa Soler



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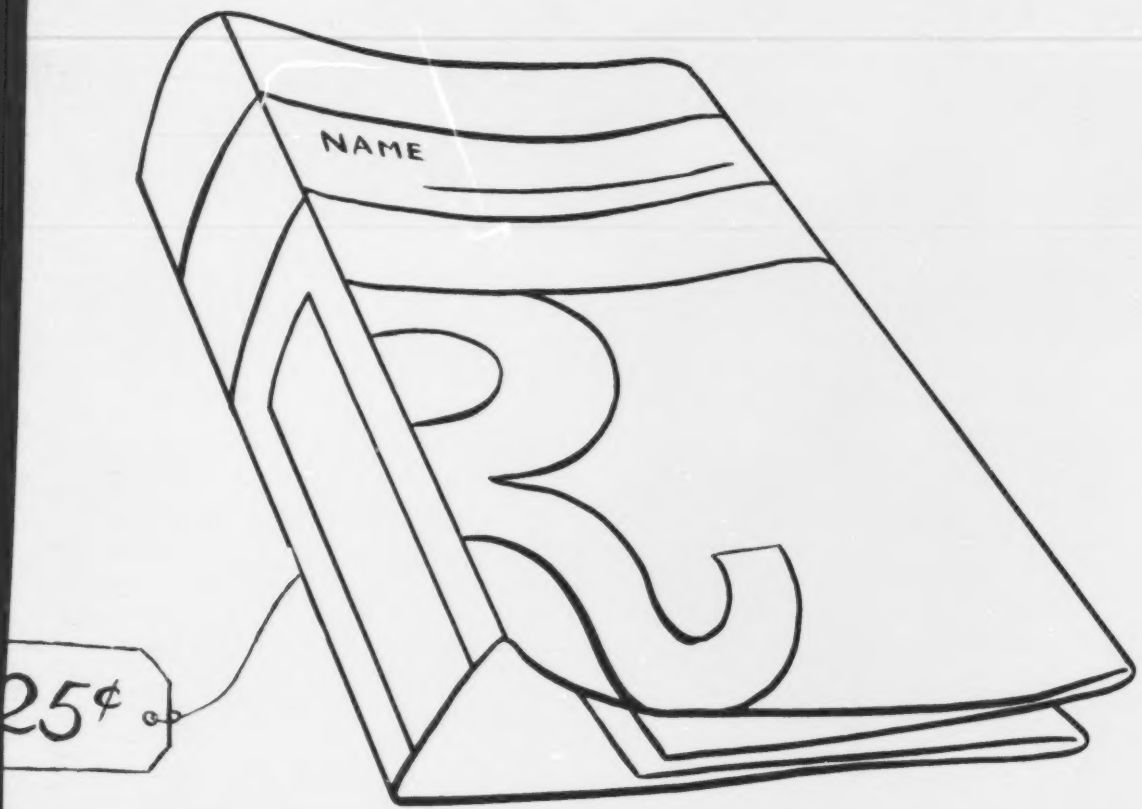
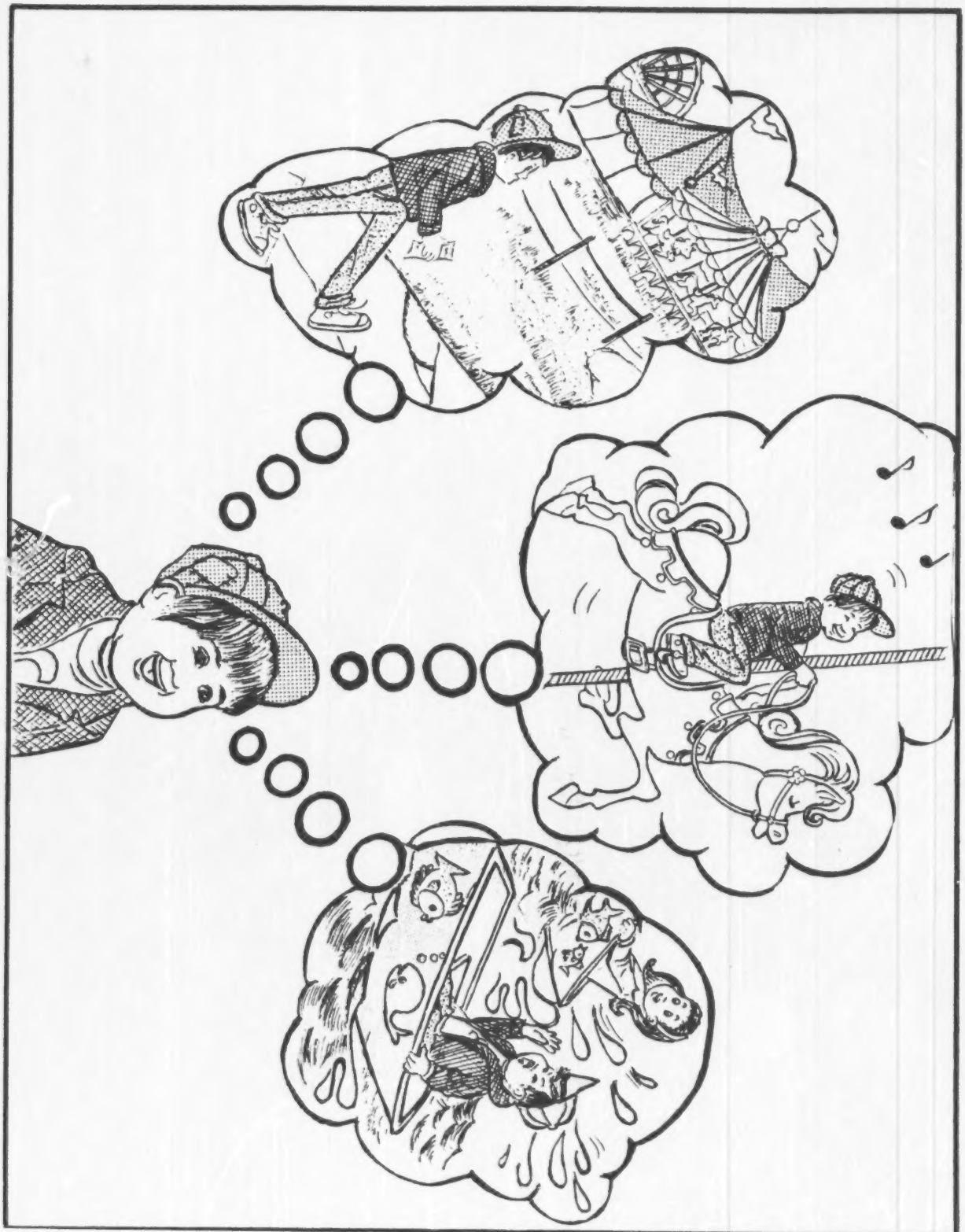
Para usar con Spanish SL Strand

Kit 20, Suplemento


NAME
25¢

Soy un
loro.



Cheo cuenta lo del toro.

El loro habló.

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Spanish Curricula Development Center

Miami, Florida

SPANISH SL

UNIT 5 KITS 17-20

Ditto Packet

Dissemination and Assessment
Center for Bilingual Education
7703 North Lamar Blvd.
Austin, Texas 78752

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción del SCDC, a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instrucción de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Conjunto de dittos revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

El señor Gustavo González contribuyó al proceso de producción de estos materiales.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level, and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Mr. Gustavo González contributed to the processing of these materials.

Marta Cil
Quality Control, SCDC

Elsa Sánchez de la Vega
Production Editor, DACBE

Carlos E. Pérez
Director, DACBE

Ralph F. Robinett
Project Manager, SCDC

CONTENIDO

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CONTENTS

Preface iii

Introduction. v

Kit 17. 1

Kit 18 10

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las Sras. Irma Laucirica, Elpa Soler, Elva Sieg y Rose L. Nash y el señor Paulino Fernández.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Irma Laucirica, Elpa Soler, Elva Sieg, Rose L. Nash and Paulino Fernández.

Gladys Rodríguez
Chairman Kit Manufacture

KIT 17

(Pages 1-9)

Para usar con Spanish SL Strand

Kit 17, Conjunto de dittos

2

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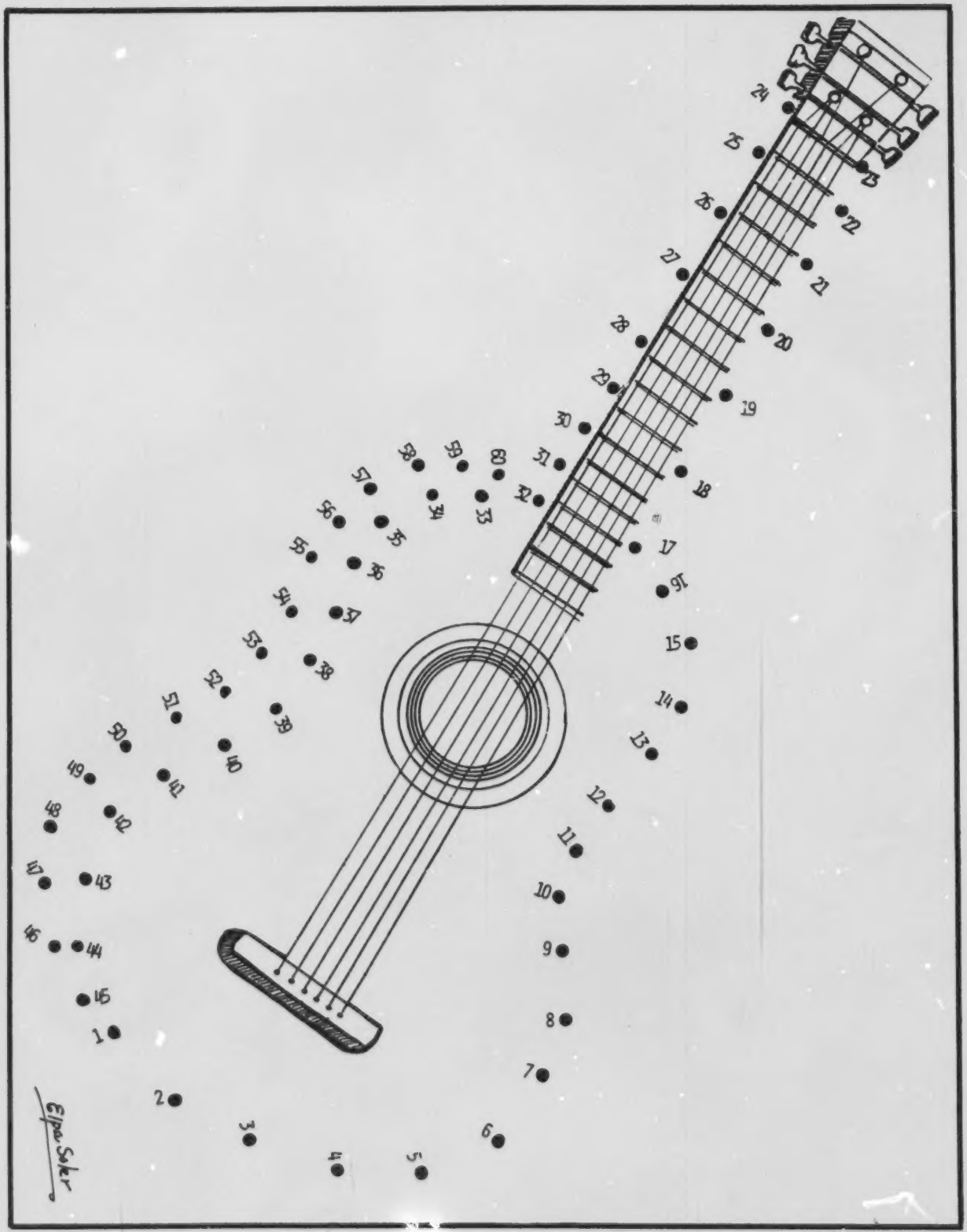
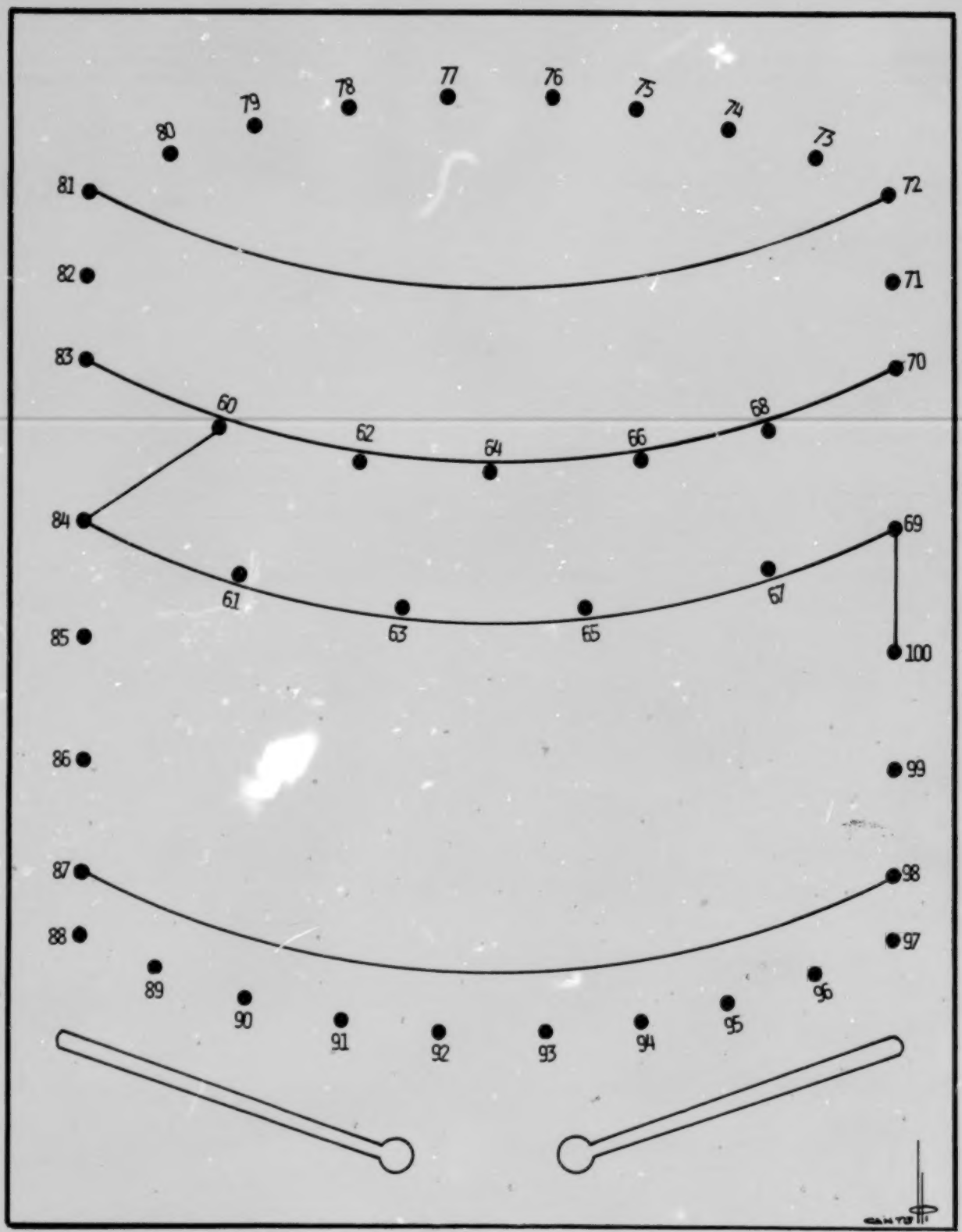


Kit 17, Conjunto de dittos

Para usar con Spanish SL Strand



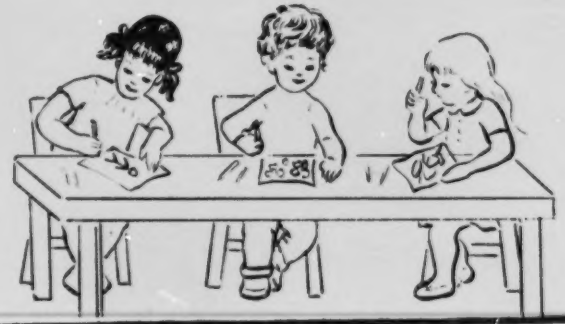
Kit 17, Conjunto de dittos

Para usar con Spanish SL Strand

Nombre _____

1

Fecha _____



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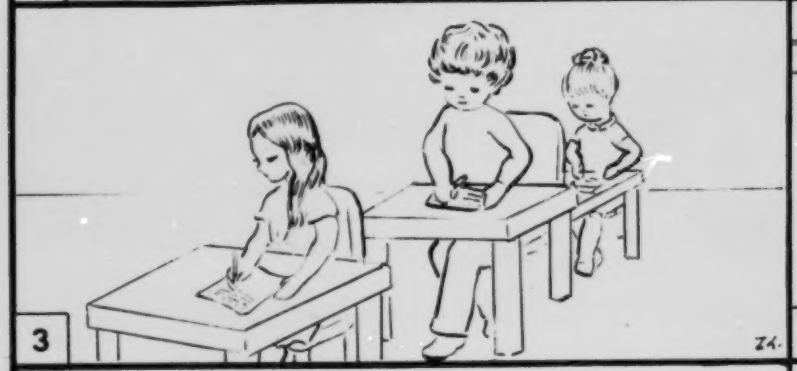

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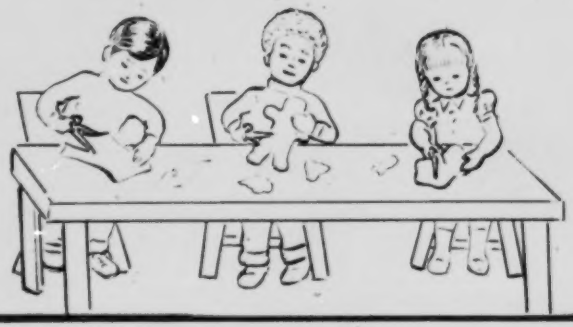

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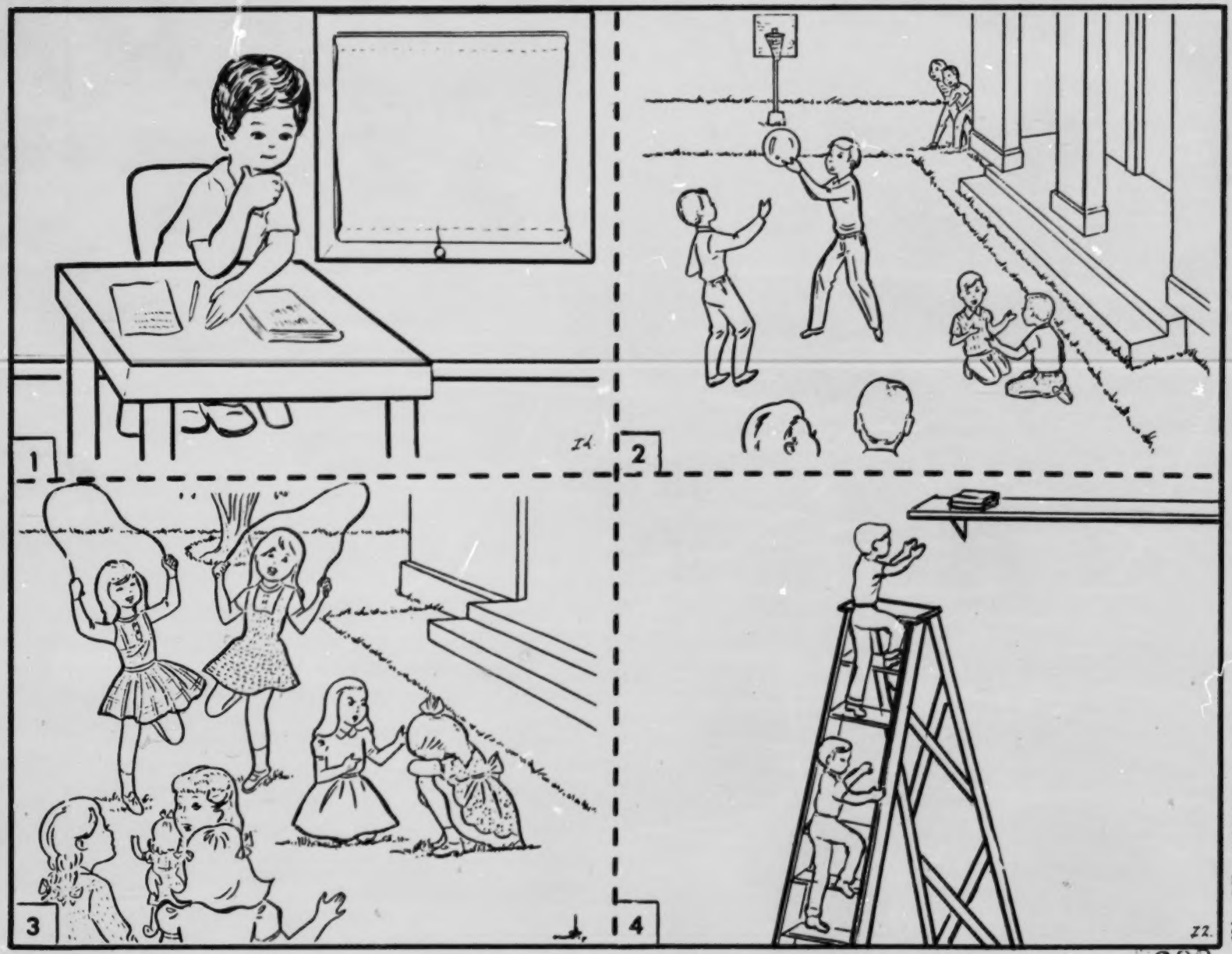
Para usar con Spanish SL Strand

Kit 17, Conjunto de dittos

5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2
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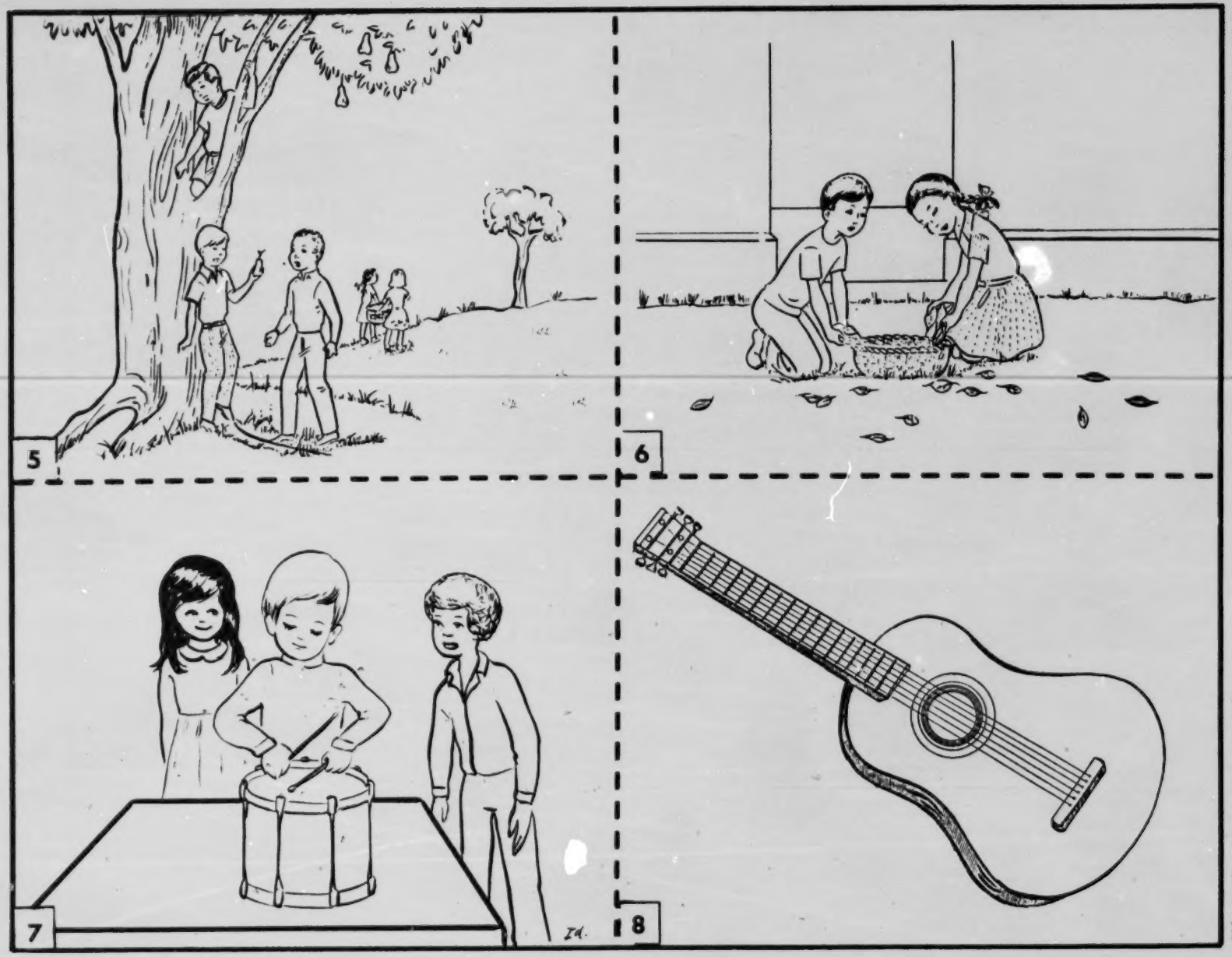
4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Para usar con Spanish SL Strand

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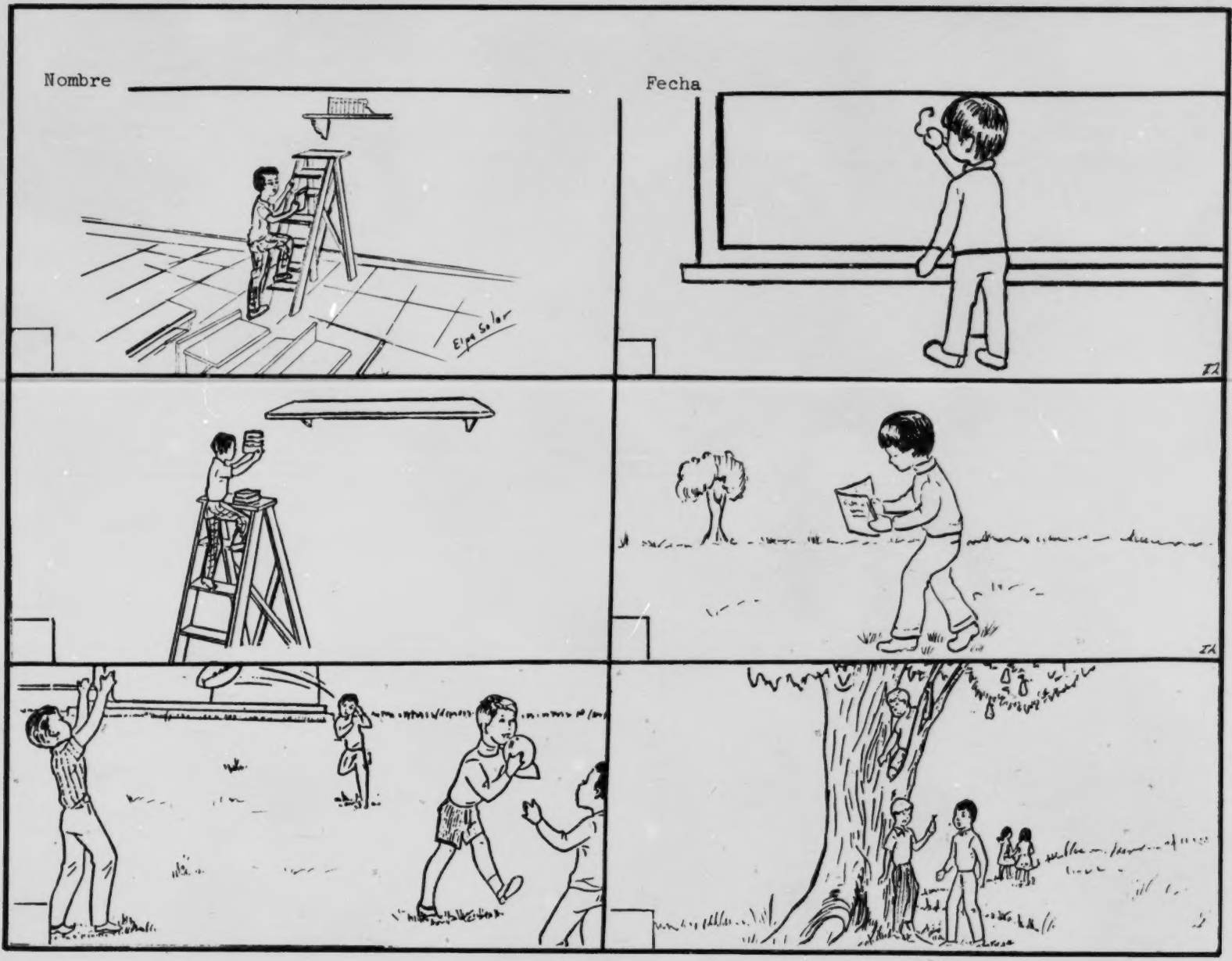
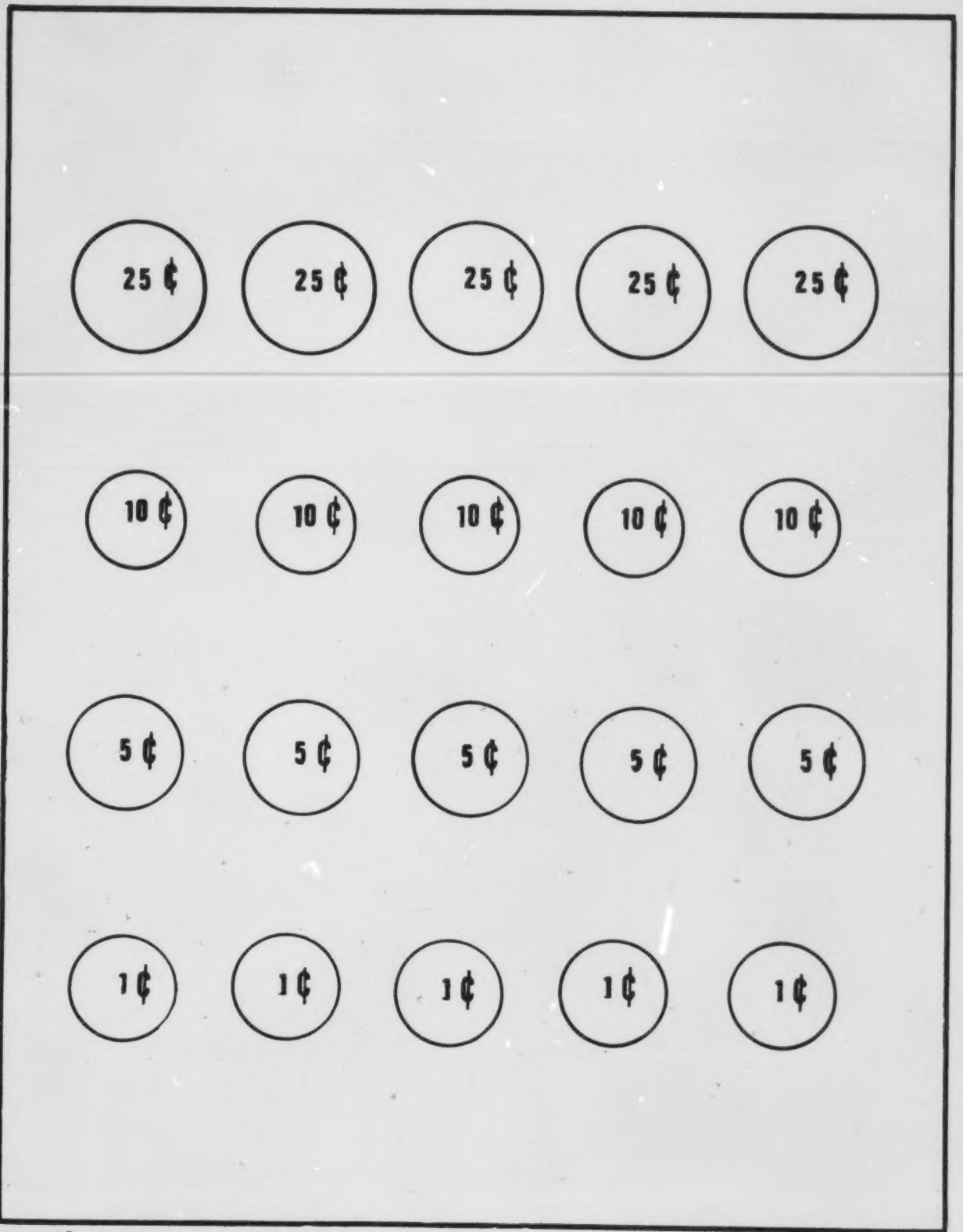
Kit 17, Conjunto de dittos

Nombre _____ Fecha



KIT 18

(Pages 10-25)



Kit 18, Conjunto de dittos

Para usar con Spanish SL Strand

Gisela

Gisela llega

al campo.

CÓRTESE AQUÍ
A

PÉGUESE AQUÍ
B

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Para usar con Spanish SL Strand

Kit 18, Conjunto de dittos

Gisela	Gema
Rigo	llega
campo	van

Kit 18, Conjunto de dittos
Para usar con Spanish SL Strand
13

jugar	caballo
montar	monta
bien	va

Para usar con Spanish SL Strand

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Kit 18, Conjunto de dittos

Ella

Yo

Para usar con Spanish SL Strand

15

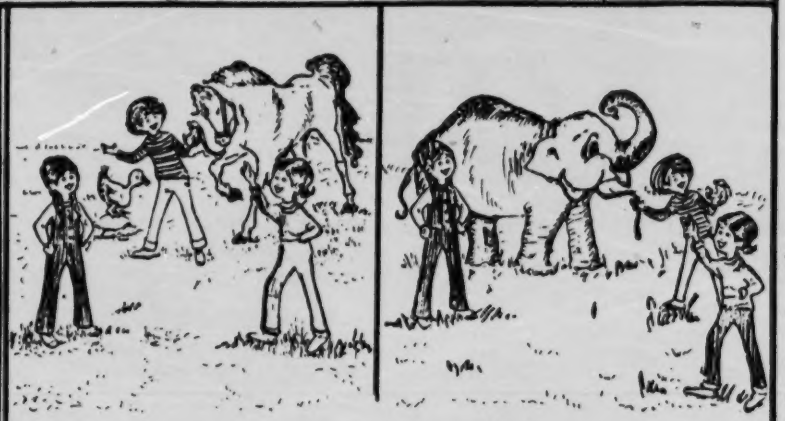
Kit 18, Conjunto de dittos

Gisela ve un caballo.
Gisela ve un conejo.

Gisela monta bien.
Gema monta bien.

Gisela no tiene sueño.
Gisela no tiene alas.

Gisela llega al campo.



¡A montar a caballo!

Hay	que
traer	manzanas
alto	subir

Me	voy
caer	y
sola	miedo

Kit 18, Conjunto de dittos

Para usar con Spanish SL Strand

18

tocar

1

Todos van a dar.

Todos van a saltar.

Todos van a jugar.

2

Gisela monta y salta alto.
y sube alto.

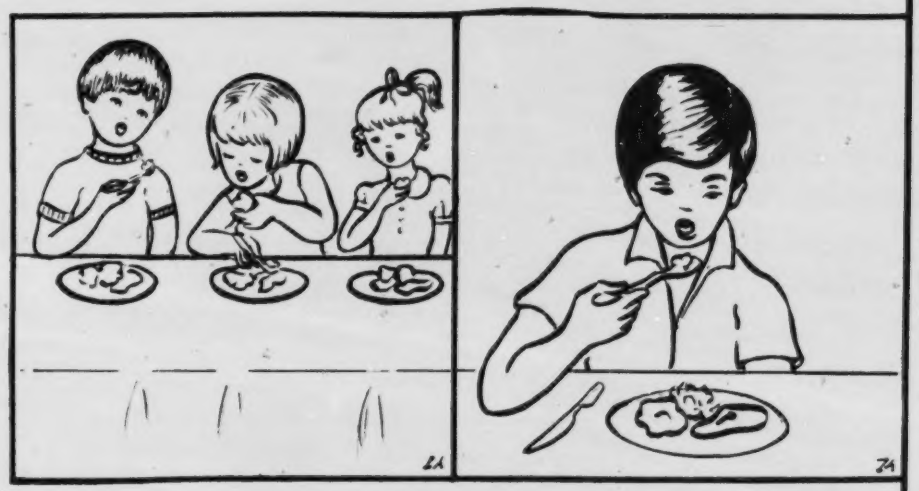
¡Qué contenta está en el campo!
la calle!

3

¡A subir alto!

Nombre _____ Fecha _____

1 Están comiendo.



2 Está entrando.

Para usar con Spanish SL Strand

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Kit 18, Conjunto de dittos

Nombre_____ Fecha_____

3 Está descansando.

4 Están jugando.

Para usar con Spanish SL Strand

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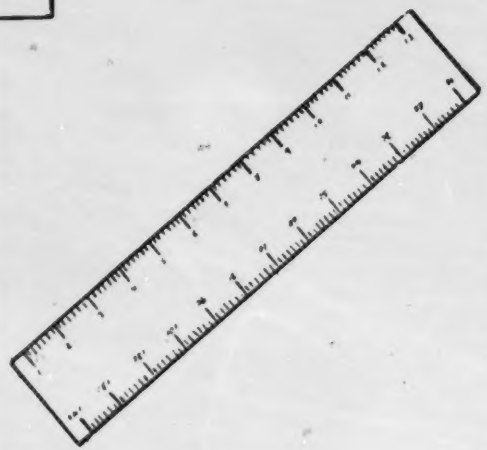
Kit 18, Conjunto de dittos

Nombre _____ Fecha _____



Nombre_____ Fecha_____

1

Gisela llega al campo. ☐

Hay que subir alto. ☐

2

Gisela monta a caballo. ☐

Hay que traer manzanas. ☐

Para usar con Spanish SL Strand

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Kit 18, Conjunto de dittos

Nombre_____ Fecha_____

3

Gisela sube al árbol. ☐

¿Qué dicen Rigo y Gema? ☐

4

Gisela está contenta. ☐

Me voy a caer. ☐

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KIT 19

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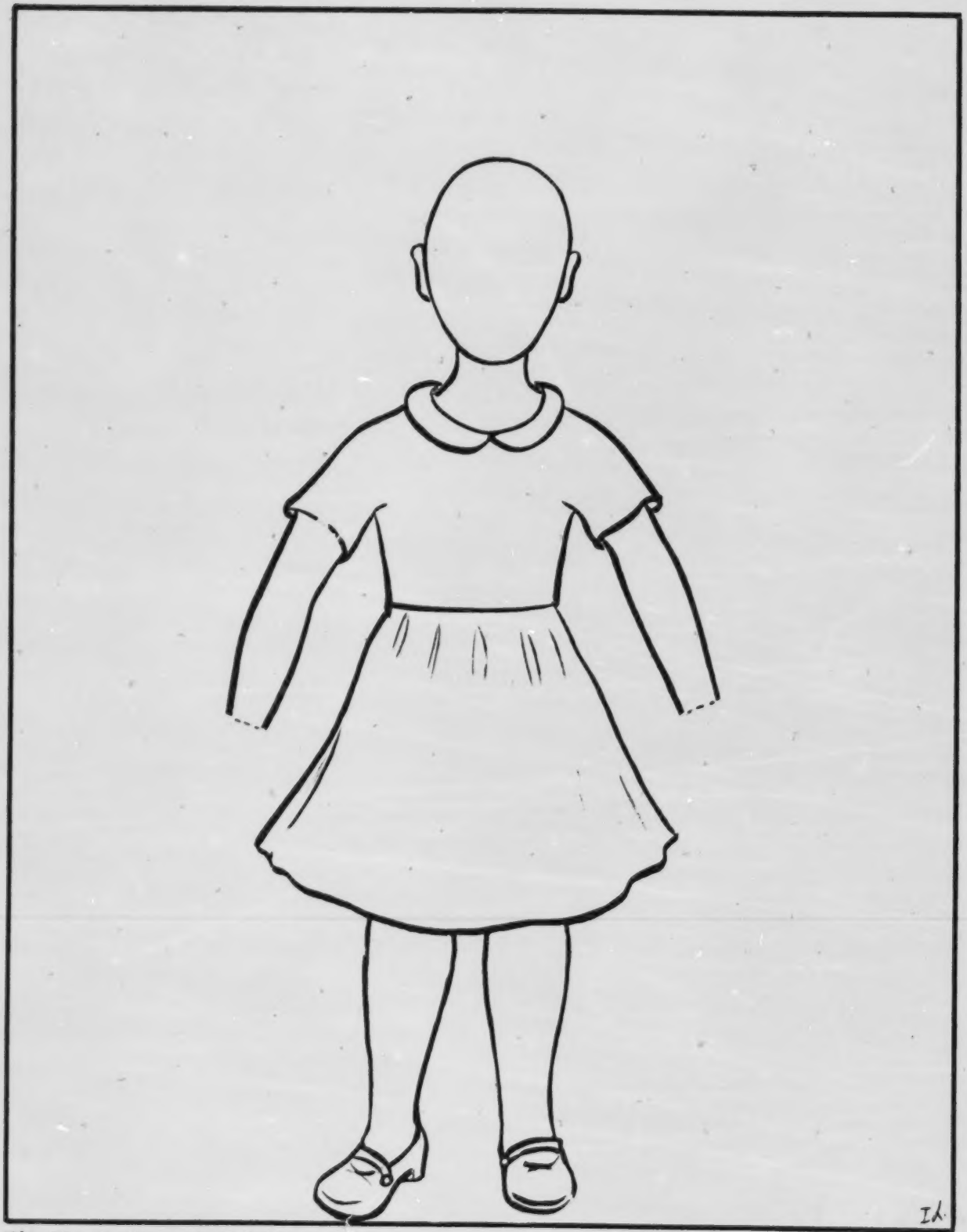
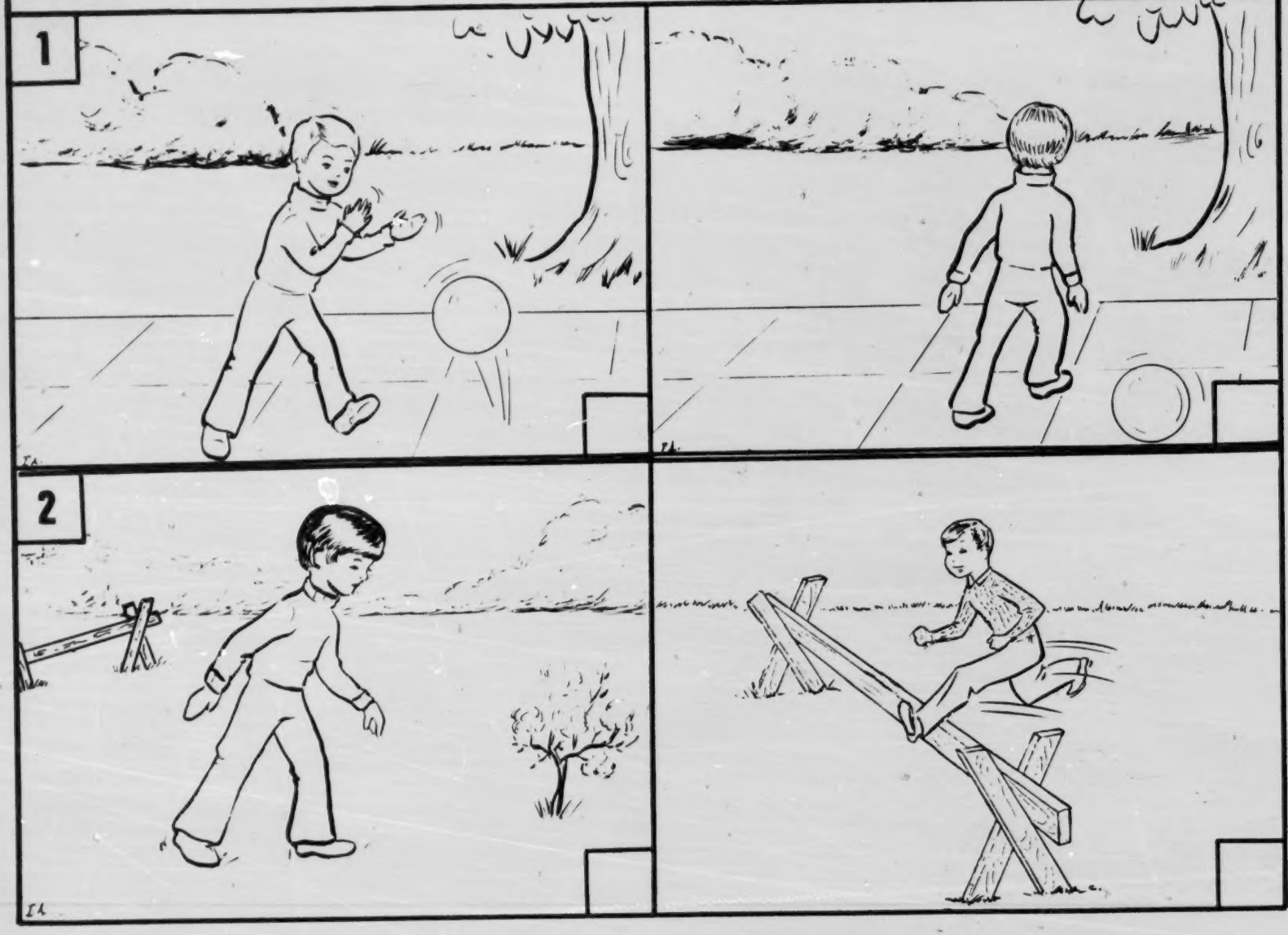


Kit 19, Conjunto de dittos

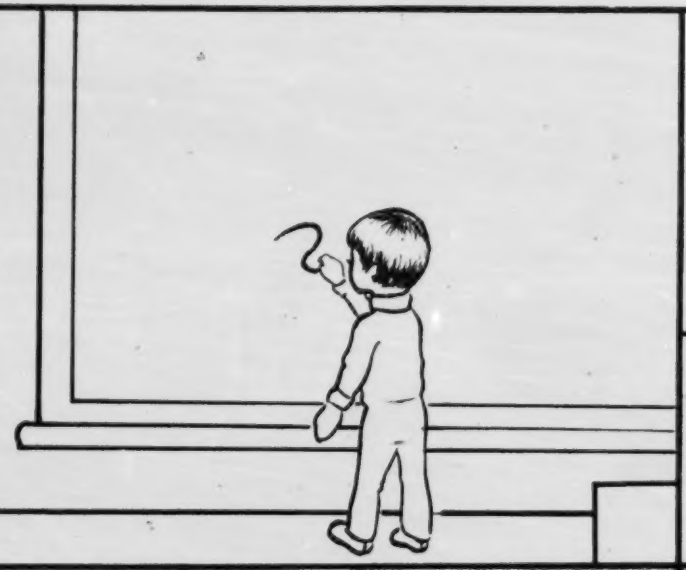
Para usar con Spanish SL Strand

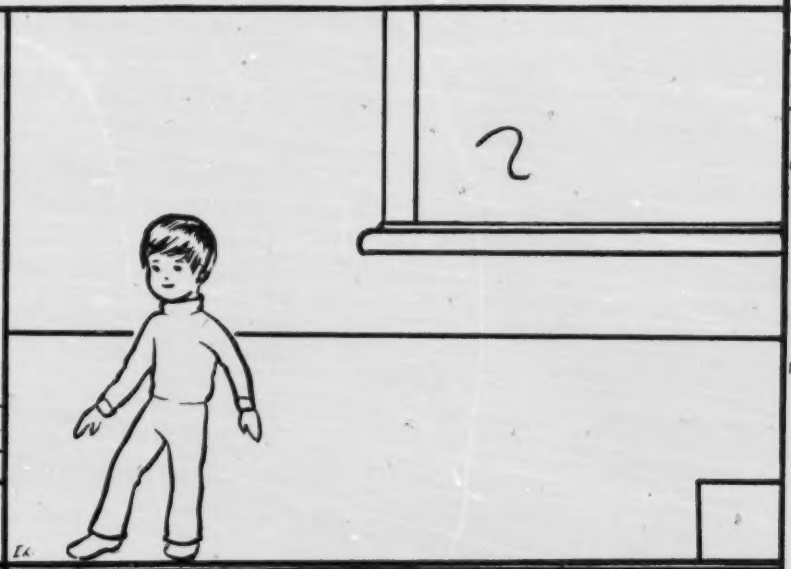
Fecha _____ Nombre _____



Nombre _____ Fecha _____

3





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Para usar con Spanish SL Strand

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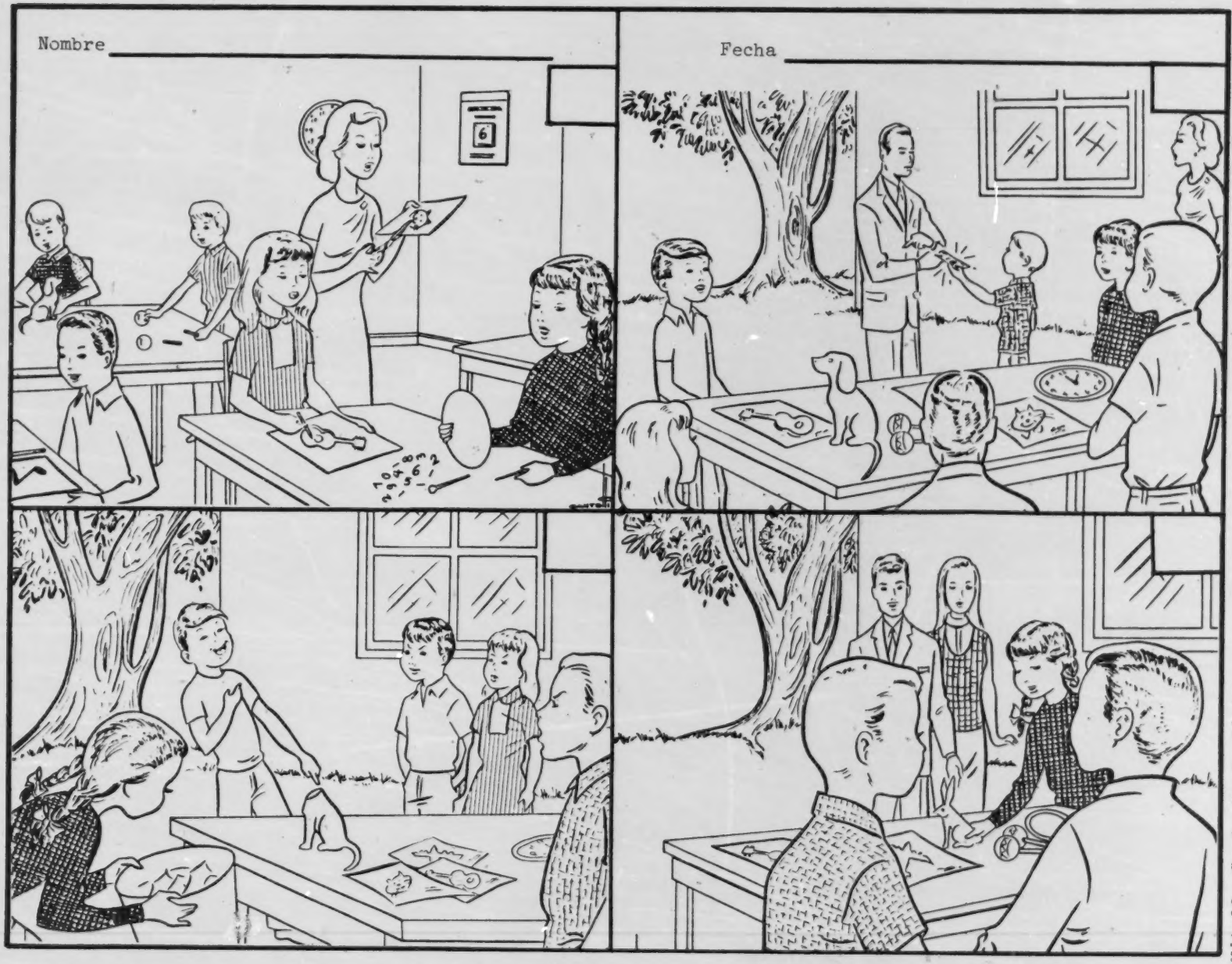
Kit 19, Conjunto de dittos

Nombre _____

Fecha _____



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Kit 19, Conjunto de dittos

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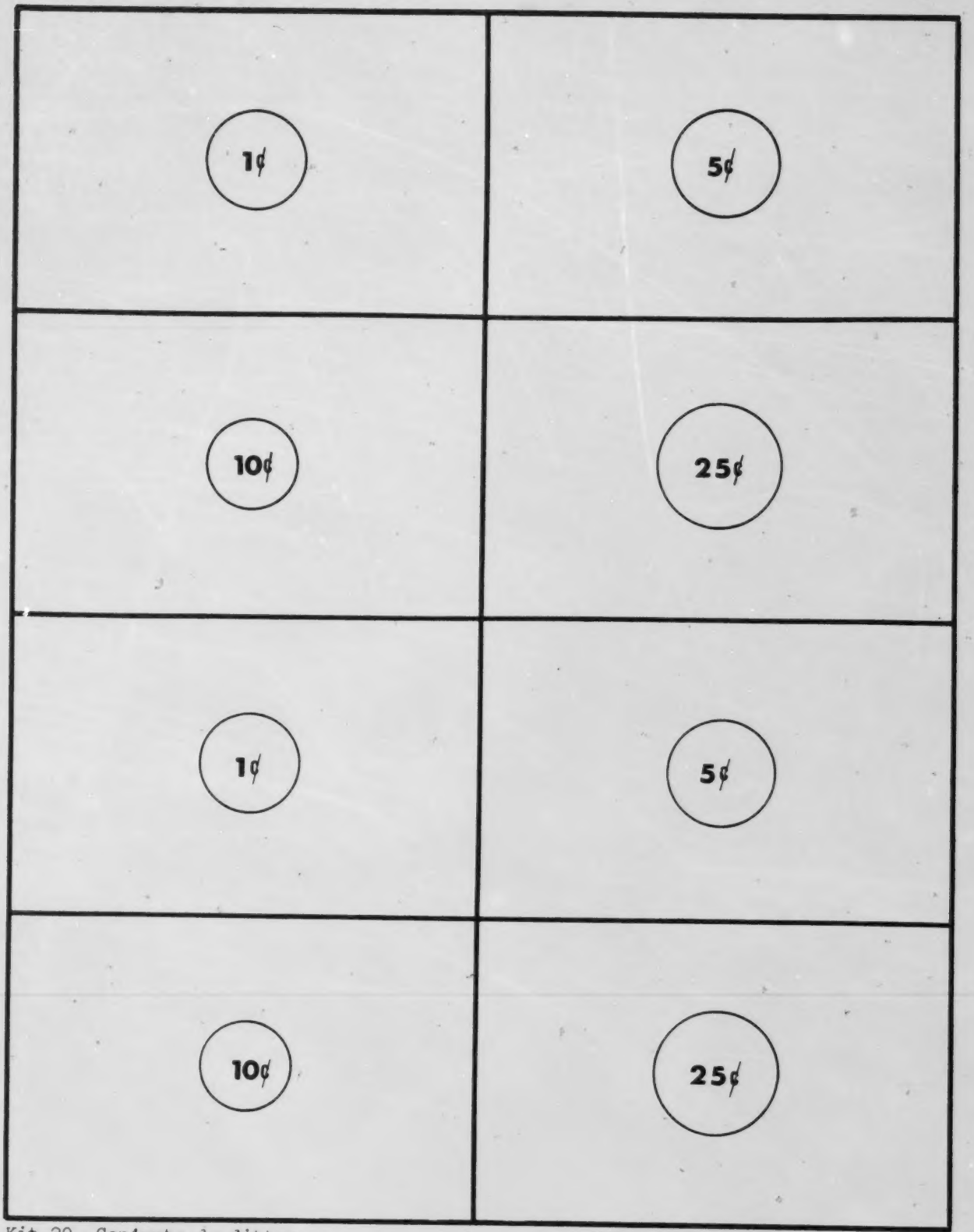
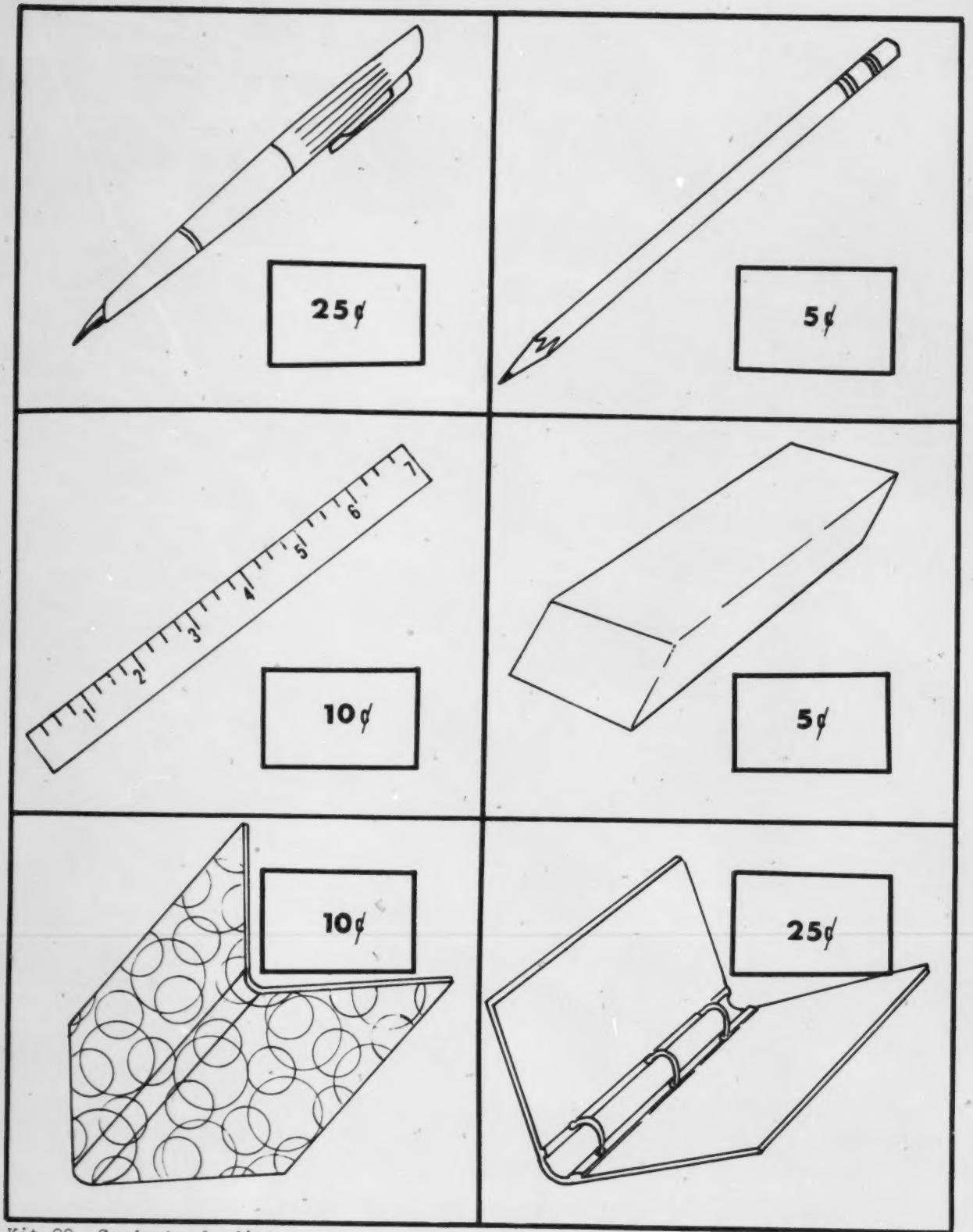


Kit 20, Conjunto de dittos

Para usar con Spanish SL Strand



Kit 20, Conjunto de dittos

Para usar con Spanish SL Strand

Cheo está pensando.

Cheo está en la casa.

Cheo está en el asiento.

Cheo ve un toro grande.

Cheo ve un libro.

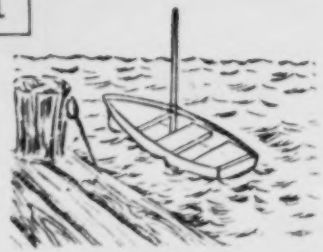
Cheo ve un loro.

Cheo habló con un loro.

Cheo habló con un toro.

Cheo habló con un amigo.

1



bote
loro

loro
toro

Está montando
Está pensando

feria
fiesta

2

Cheo llegó a la feria.

Cheo habló con el loro.

Cheo llegó al campo.

Está pensando en aventuras.

Está paseando en bote.

Está montando a caballo.

Para usar con Spanish SL Strand

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Kit 20, Conjunto de dittos

1

Cheo está pensando en el campo.
aventuras.

Ve un toro.
gato.

¿Qué te saltó?
pasó?

2 Cheo está pensando en el loro.

Cheo cuenta lo del toro.

Para usar con Spanish SL Strand
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Kit 20, Conjunto de dittos

loro	Soy
todo	hablo
habló	dinero

Para usar con Spanish SL Strand

Kit 20, Conjunto de dittos

mojó	te
cuenta	del
digas	mentiras

Para usar con Spanish SL Strand

Kit 20, Conjunto de dittos

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Cheo	pensando
aventuras	toro
grande	pasó

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Para usar con Spanish SL Strand

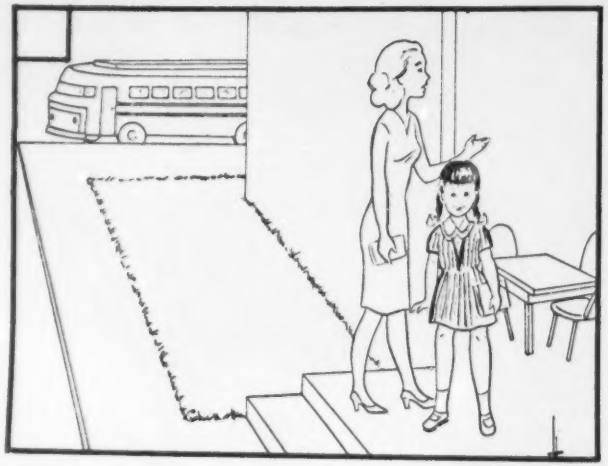
Kit 20, Conjunto de dittos

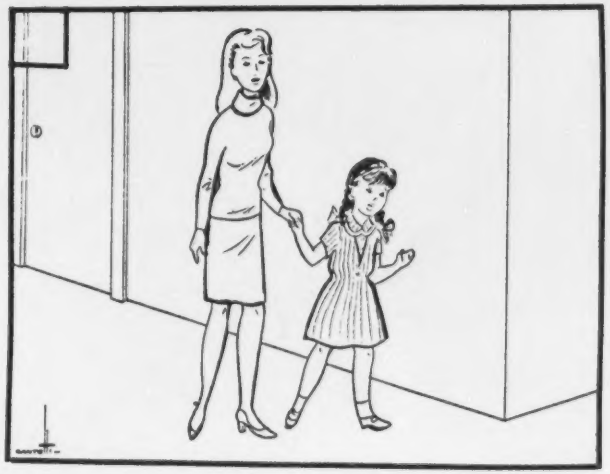
feria	montando
bote	son

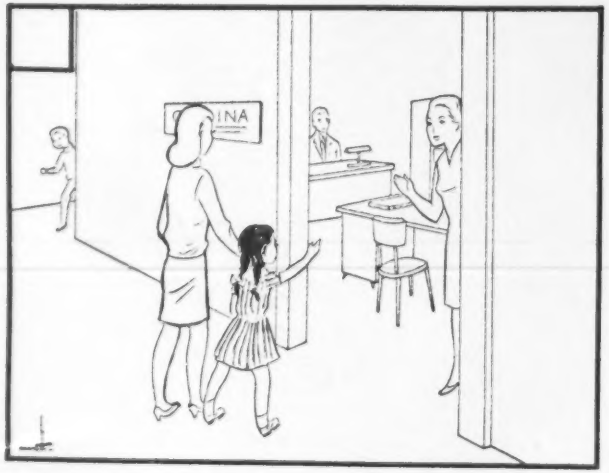
Para usar con Spanish SL Strand

Kit 20, Conjunto de dittos

Nombre _____ Fecha _____







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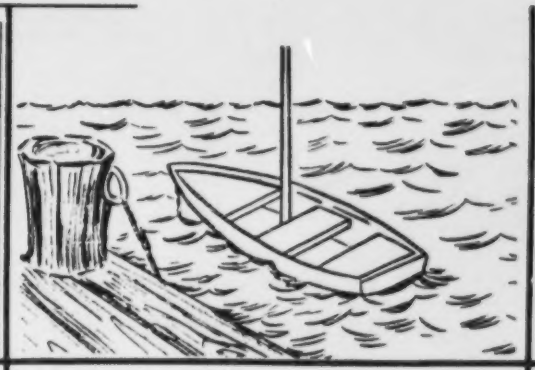
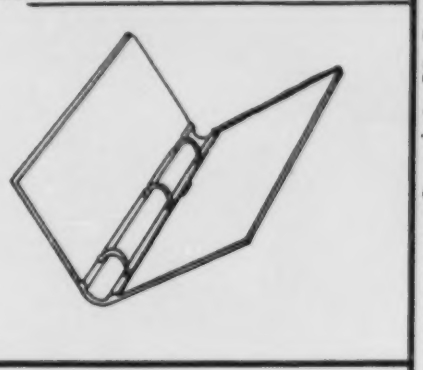
Kit 20, Conjunto de dittos

Para usar con Spanish SL Strand

Nombre _____ Fecha _____





1¢

25¢

Kit 20, Conjunto de dittos
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Nombre _____ Fecha _____

El _____ es grande.

_____ se cae.

El _____ habló.

Cheo tiene _____.

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Adapted for Spanish SL

by

Sylvia P. Cordero
Juana G. Díaz

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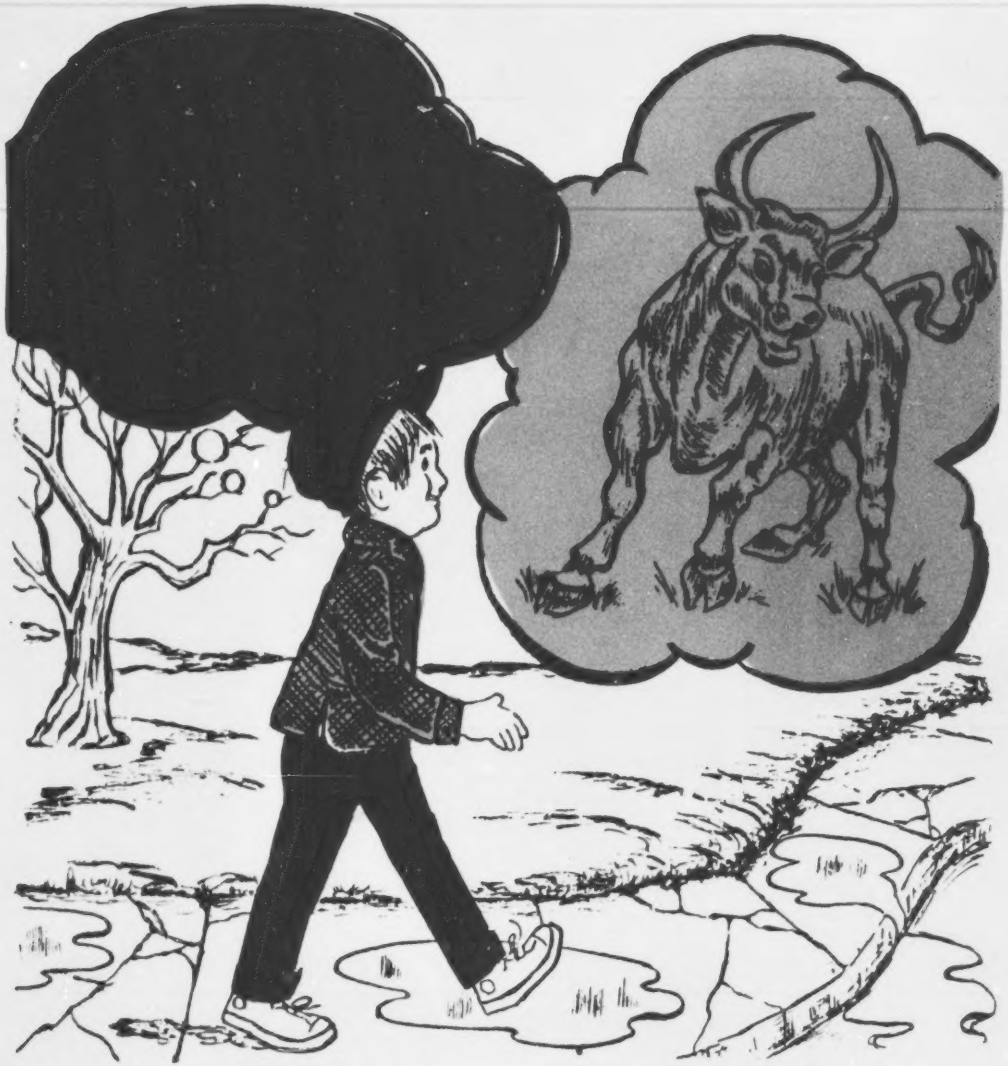
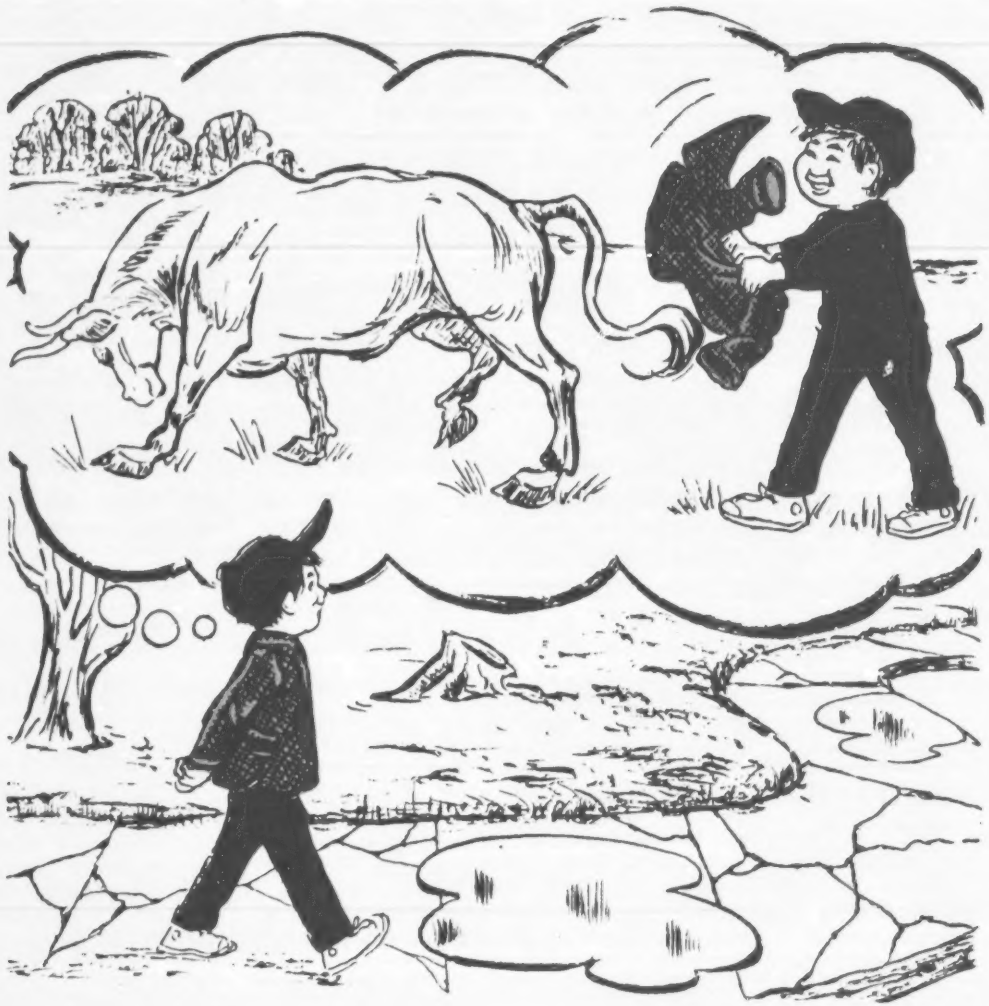


Cheo piensa en aventuras.

Ve un toro.

El toro es grande.

Cheo se quita la chaqueta.



El toro pasa.

Se va al campo.

Cheo se cae.

Se va a su casa.

Cheo cuenta lo del toro.

El toro grande me mojó.
¡No digas mentiras!

Cheo ve un loro.

Él piensa en aventuras.

Soy Ceci el loro.
Saca un centavo.
Lo digo todo.

Ceci se ouita el sombrero.

Cheo le da dinero.

11281

Cheo cuenta lo del loro.

¡No digas mentiras!
Lo digo todo.

Cheo tiene dinero.

Ve a su amigo.

Se van a la feria.

Cheo monta a caballo.

Su amigo monta a caballo.

Cheo monta en bote.

Su amigo monta en bote.

Cheo cuenta lo del dinero.

El bote me mojó.
¡No digas mentiras!

¿Qué son aventuras?

¿Qué son mentiras?

20

páginas	palabras nuevas
1	Cheo aventuras
2	toro grande
3	quita chaqueta
4	-------
5	-------
6	te cuenta del
7	mojó digas mentiras
8	loro
9	soy Ceci
10	centavo digo todo
11	sombrero dinero
12	-------
13	-------
14	-------
15	su feria
16	-------
17	bote
18	-------
19	-------
20	son

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Kit 14 La casa en la rama

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Kit 18 Gisela

Kits 20-21 Las aventuras de Cheo

Kits 22-23 Llegan del campo

Kits 24-25 En el camino

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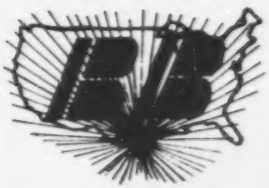

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Rose L. Nash

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Gisela llega al campo.

Todos van a jugar.
Gisela ve un caballo.
Ella lo va a montar.

¡A montar a caballo!

Todos van a montar a caballo.
Rigo lo monta bien.
Gema lo monta bien.

Gisela no lo monta bien.

Gisela llega a la casa.

Gema llega.

Rigo llega.

Gisela no tiene sueño.
Gisela no va a jugar.
Ella piensa en el caballo.
Gisela lo va a montar.

Hay que traer manzanas.

Hay que subir alto.

Todos van a subir.
Rigo sube bien.
Gema sube bien.

Gisela no sube bien.

¡Ella no sube alto!

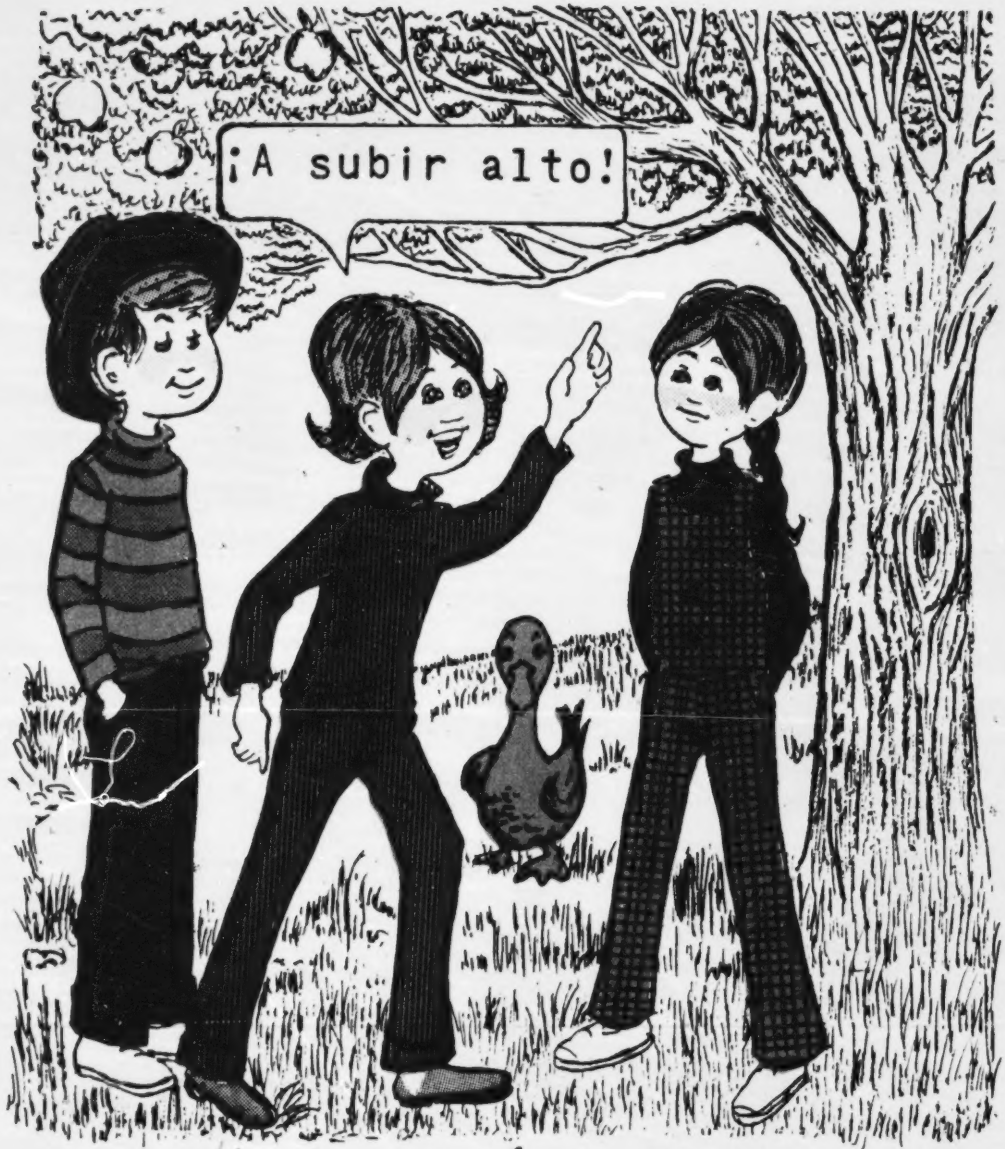
Gisela piensa.

Gema y Rigo llegan.

Gisela no tiene sueño.
Gisela no va a montar.
Ella piensa en las manzanas.
Gisela las va a tocar.

Todos van a jugar.

¡Gisela monta!



Gisela está contenta.

Gisela sube!

Gisela monta y sube alto.
¡Qué contenta está en el campo!

página	palabras nuevas
1	Gisela
	Goma
	Rigo
	llega
	campo
2	van
	jugar
	caballo
	ella
	lo
	va
	montar
3	--------
4	monta
	bien
5	--------
6	--------
7	--------
8	Hay
	que
	traer
	manzanas
9	Qué
	alto
	subir
10	me
	voy
	caer
11	--------
12	--------
13	--------
14	llegan
15	tocar
16	--------
17	--------
18	contenta
19	--------
20	--------

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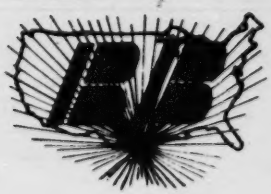
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